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ABSTRACT

This fourth in a series of seven related teaching guides that together outline a public school district's English language arts curriculum for kindergarten through grade six focuses on a course of study for grade three. The guide explains the district's overall philosophy and teaching goals and the philosophy behind the development of a curriculum that emphasizes the importance of language arts as a process that should be interwoven with every curriculum area. Also presented are a curriculum diagram, a scope and sequence chart, and resources for the third grade teacher. The major part of the guide presents additional resources, activities, and teaching techniques that emphasize such concepts as perception, listening, and the structures and mechanical conventions of language. Extensive appendixes offer other resources, including a library program guide, suggestions for oral and written reports, a list of recommended films, spelling lists, and samples of diagnostic tests. (AEA)

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A COURSE OF STUDY

in

ENGLISH LANGUAGE ARTS

for

GRADE THREE

Rochester Public Schools
Rochester, Minnesota
1980

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TITLE IX POLICY STATEMENT

It is the policy of School District 535, Rochester, Minnesota, to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person in District 535 shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, status with regard to public assistance, or disability to be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or activity, or in employment, or recruitment, consideration, or selection, therefor, whether full time or part time, under an educational program or activity for which the school is responsible.

Statement of Philosophy and Goals
Adopted by the Rochester Public Schools

1. Develop intellectual curiosity and a positive attitude toward learning.

2. Master basic skills of reading, writing, speaking, and listening.

3. Master basic skills in mathematics.

4. Develop the ability to think creatively, logically, and critically.

5. Develop an appreciation and respect for the worth and dignity of every individual.

6. Develop an awareness and understanding of people of other races, creeds, nations, and cultures.

7. Develop an appreciation of the American heritage and an understanding of the role of citizens in a democracy.

8. Develop a feeling of student pride in achievement and progress.

9. Develop the student's feeling of positive self-worth, security, and self-assurance.

10. Develop an appreciation of fine arts including music, art, and literature.

11. Develop an understanding of the world in which we live and the physical laws which govern it.

12. Develop a concern for the conservation of natural and human resources and the preservation of man's environment.

13. Develop an understanding of good physical health and well being.

14. Develop abilities and interests which will lead to a productive future.

15. Develop the ability to use tools, techniques, and strategies of learning.

MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535.

Dr. Everett M. Walton
Associate Supt. for Instruction

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PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his

audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere, for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company). Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for

children who have difficulty decoding the printed word. Children can now "read" and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English.) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood CLiffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where

he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in the spelling guide should be adjusted to fit the child's ability to master the work and, therefore, to experience success. The district curriculum guide for spelling, SUCCESS IN SPELLING, outlines the approach for teaching the Basic and Stretch Lists. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

By sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen: "Let's Keep the Kettle Boiling," Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

F. USING CHILDREN'S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this

way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program, since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the components of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can plan and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures.
LANGUAGE has certain mechanical conventions.

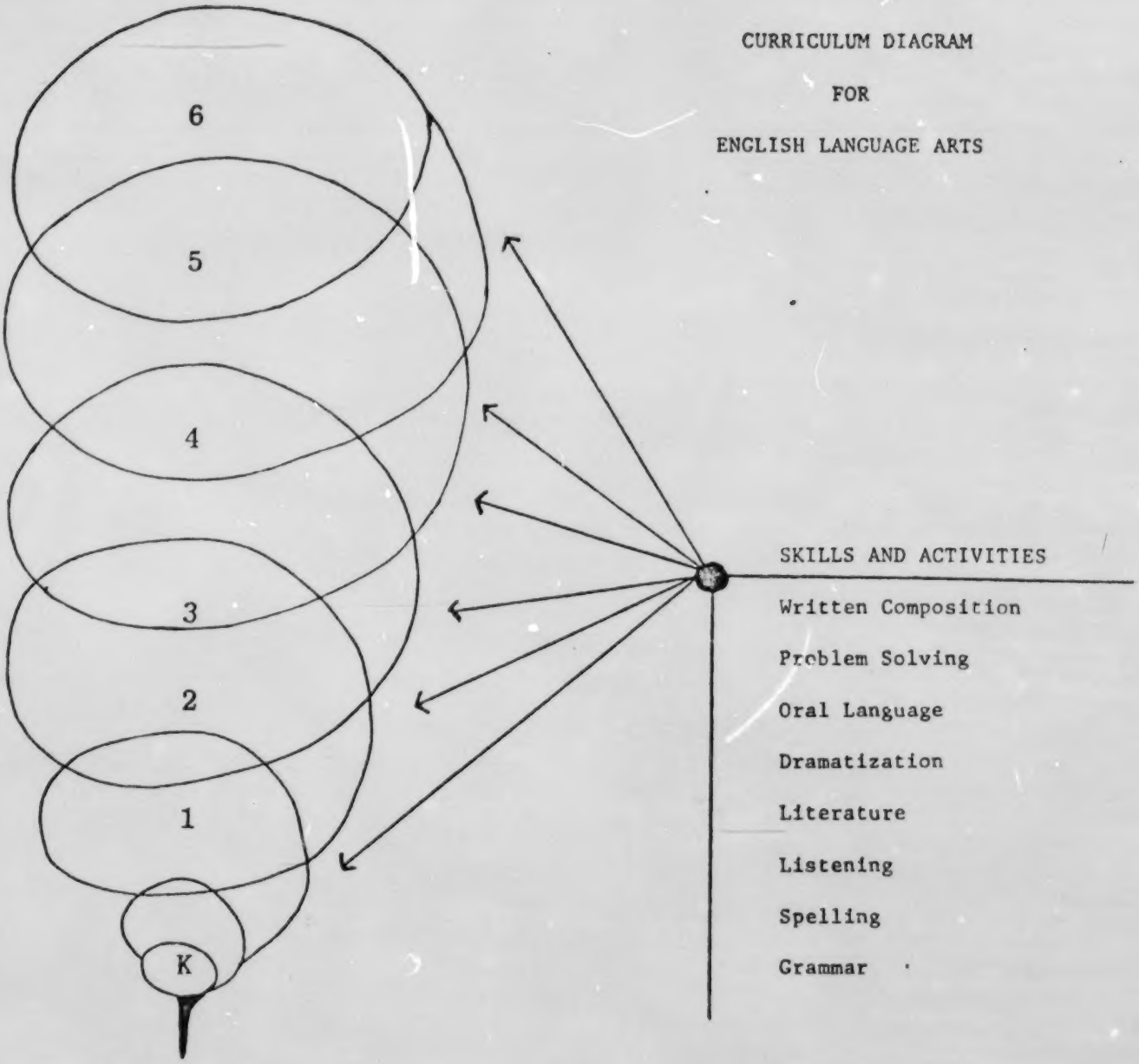
Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM

FOR

ENGLISH LANGUAGE ARTS



MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART
FOR
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

SKILLS / LEVELS	K	1	2	3	4	5	6	7
I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD								
Understand value of our own ideas and ideas of others	X	X	X	X	X	X	X	X
Realize that people have similar emotions	X	X	X	X	X	X	X	X
Recognize the ways our own feelings affect others	X	X	X	X	X	X	X	X
Recognize that we all have "good" and "bad" days	X	X	X	X	X	X	X	X
Understand that we can learn from our mistakes	X	X	X	X	X	X	X	X
Utilize planning skills	X	X	X	X	X	X	X	X
Realize that participation and involvement can bring satisfaction	X	X	X	X	X	X	X	X
Recognize that we have freedom to make responsible choices	X	X	X	X	X	X	X	X
Identify and use our senses	X	X	X	X	X	X	X	X
Understand our dependence on each other	X	X	X	X	X	X	X	X
Develop a positive self-image	X	X	X	X	X	X	X	X
Use our language to describe our perceptions	X	X	X	X	X	X	X	X
Use problem solving techniques to resolve conflicts	X	X	X	X	X	X	X	X
Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring	X	X	X	X	X	X	X	X
Understand dignity of different kinds of work	X	X	X	X	X	X	X	X
Respect and gain understanding of other cultures	X	X	X	X	X	X	X	X
Understand viewpoint of others	X	X	X	X	X	X	X	X
Encourage students to become self-directing human beings								
II. LISTENING								
Listen for enjoyment and appreciation	I	I	F	F	F	M	M	M
Listen courteously	I	I	F	F	M	M	M	M
Listen to sense the purpose of the person speaking	I	I	F	F	M	M	M	M
Listen to recognize sounds in the environment	I	I	I	F	F	M	M	M
Listen to recognize sales-pressure in advertisements	I	I	I	F	F	F	F	F
Listen in order to draw conclusions and make inferences	I	I	I	F	F	F	F	F
Listen to follow step by step directions	I	I	F	F	F	F	F	M
Listen for the favorable or unfavorable effects of a speaker's voice	I	I	F	F	F	M	M	M
Listen to note how character is revealed through dialogue	I	I	F	F	F	M	M	M

SKILLS — LEVELS	K	1	2	3	4	5	6	7
II. Listening - Cont.								
Listen for main ideas, details, and the answer to specific questions	I	I	F	F	F	M	M	M
Listen to build vocabulary	I	I	F	F	F	M	M	M
Listen to follow sequence in a story, play, lecture, or demonstration	I	I	F	F	M	M	M	M
Listen to distinguish between the true and make-believe	I	I	F	F	M	M	M	M
Listen for story development, tuneful words and rhythm	I	F	F	M	M	M	M	M
Listen to visualize descriptive and dramatic passages	I	F	F	M	M	M	M	M
Listen to respond to the mood of the story	I	F	F	M	M	M	M	M
Listen to distinguish between fact and opinion			I	I	I	F	F	F
Listen for supporting evidence of a speaker's statement					I	F	F	F
Listen for evidence of prejudice and bias					I	F	F	F
Listen to evaluate propaganda by checking observable facts					I	F	F	F
Listen to be aware of the person's style of speaking					I	F	F	F
III. ORAL AND BODY LANGUAGE								
Increase vocabulary	X	X	X	X	X	X	X	X
Expand language patterns	X	X	X	X	X	X	X	X
Use speaking experience for enjoyment of stories, rhymes, etc.	X	X	X	X	X	X	X	X
Develop conversation skills	X	X	X	X	X	X	X	X
Develop effective speech habits and courtesies in group discussions	X	X	X	X	X	X	X	X
Speak with ease	X	X	X	X	X	X	X	X
Use language for self-expression	X	X	X	X	X	X	X	X
Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection		X	X	X	X	X	X	X
Organize thoughts to make meaningful speech	X	X	X	X	X	X	X	X
Combine gestures, props, facial expression, and body movements	X	X	X	X	X	X	X	X
IV. WRITTEN LANGUAGE								
Compare written language with listening and speaking	I	I	I	F	F	F	F	M
Record our thoughts in creative ways	I	I	F	F	F	F	M	M
Write with a purpose	I	I	I	F	F	F	F	F
Choose correct words that say what we mean	I	I	I	I	F	F	F	F
Enjoy the writing experience	I	I	F	F	F	F	F	F
Establish mood or impression						I	I	F
V. HISTORY								
History of the language				I	I	F	F	F
Classification of languages						I	F	F
Comparing and contrasting languages						I	F	F
Influence of other languages					I	F	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
VI. USAGE (Refer to Appendix A for usage skills.)								
VII. SEMANTICS AND DIALECTS								
Use antonyms, synonyms, homonyms		I	I	F	F	M	M	M
Use acronyms						I	F	F
Make compound words		I	F	F	M	M	M	M
Use prefixes and suffixes			I	I	F	F	M	M
Be alert for ambiguity in language			I	I	F	F	F	F
Observe denotation and connotation						I	F	F
Note change of meaning of words in context/out of context					I	F	F	F
Distinguish sounds - Phonemic, syllables, whole word				I	I	F	F	F
Use of figurative language			I	I	I	F	F	F
Study dialects for meaning and differences					I	F	F	F
Observe national dialects of our language						I	F	F
Observe regional dialects of our language						I	F	F
VIII. GRAMMAR								
Functions of words; structure words								
nouns (name words in K, 1)	I	I	F	F	M	M	M	M
verbs (action words in K, 1)	I	I	F	F	F	M	M	M
adjectives (picture words in K, 1)	I	I	F	F	F	M	M	M
adverbs			I	I	F	F	F	M
pronouns			I	I	F	F	F	M
prepositions and prepositional phrases					I	I	F	F
connectors (conjunctions)					I	F	F	F
interjections		I	I	F	M	M	M	M
Number								
singular	I	I	F	F	F	M	M	M
plural	I	I	F	F	F	M	M	M
Comparison of adjectives and adverbs (degrees: er, est)			I	I	F	F	M	M
Sentence structure								
simple sentence	I	I	F	F	M	M	M	M
compound sentence			I	I	F	F	M	M
complex sentence						I	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
IX. LITERATURE/COMPOSITION FORMS								
Fairy tales and folktales	X	X	X	X	X	X	X	X
Fantasies	X	X	X	X	X	X	X	X
Animal stories	X	X	X	X	X	X	X	X
Legends	X	X	X	X	X	X	X	X
Poems	X	X	X	X	X	X	X	X
Novels	X	X	X	X	X	X	X	X
Plays	X	X	X	X	X	X	X	X
Riddles	X	X	X	X	X	X	X	
Jokes	X	X	X	X	X	X	X	
Fables		X	X	X	X	X	X	X
Newspapers			X	X	X	X	X	X
Myths				X	X	X	X	X
Biography				X	X	X	X	X
Journals				X	X	X	X	X
Autobiographies					X	X	X	X
Advertisements						X	X	X
Essays						X	X	X
X. CAPITALIZE								
I and contractions made with I		I	F	M	M	M	M	M
First word in sentence	I	F	F	M	M	M	M	M
Names of people and pets	I	F	F	M	M	M	M	M
One and two-word story titles	I	I	I	F	M	M	M	M
Story titles of more than two words			I	I	F	F	M	M
Name titles, initials, and certain abbreviations		I	I	I	F	F	M	M
Days of week, months, holidays	I	I	I	I	F	F	M	M
Names of schools, streets, cities, and states	I	I	I	F	F	M	M	M
Words used in place of names						I	F	F
Names of buildings, parks, companies, sacred books, religion				I	I	F	F	M
Names of races of people, nationalities, and languages				I	I	F	F	M
Names of ships, planes, trains, geographical features, and words used to designate a particular area					I	I	F	F
First word in the greeting, closing of a letter, and address		I	I	F	F	M	M	M
First word of direct quotation					I	F	F	F
First word in outline headings and subheadings					I	F	F	F
XI. PUNCTUATION								
Period at end of sentence	I	I	F	F	M	M	M	M
Period with abbreviations and initials			I	I	F	M	M	M
Period after numerals and letters in an outline				I	F	F	F	M
Question mark at end of an interrogative sentence	I	I	F	F	M	M	M	M
Comma, ending marks, and quotation marks in direct quotations				I	I	F	F	F
Comma when separating items in a series				I	F	F	M	M
Comma in a friendly letter and envelope			I	F	F	M	M	M
Comma in direct address					I	F	F	M
Comma in appositional phrases							I	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
XI. Punctuation - Cont.								
Comma to set off some introductory words, phrases, and clauses				I	I	F	F	M
Comma before connector							I	F
Apostrophe in contractions		I	I	F	F	M	M	M
Apostrophe in possessives			I	I	F	F	M	M
Exclamation mark at end of exclamatory sentence and interjections		I	I	F	M	M	M	M
Colon in business letter and preceding list					I	F	F	M
Hyphen in compound words and dividing words at the end of a line				I	F	F	M	M
Dash between inclusive numbers			I	I	F	M	M	M
Underline in book, magazine, and newspaper titles					I	F	F	M
Quotation marks to enclose short stories, poems, songs, articles, chapters of books					I	F	F	M
XII. PARAGRAPHING (Refer to Appendix E.)								
Indenting			I	F	F	F	M	M
Leaving margins			I	F	F	M	M	M
Paragraphing according to main idea					I	F	F	F
XIII. DICTIONARY/THESAURUS								
Multiple definitions			I	I	F	F	F	M
Alphabetical order		I	I	F	F	M	M	M
Use of guide words				I	F	F	F	M
Use of phonetic respellings and pronunciation key				I	F	F	F	M
Abbreviations for parts of speech					I	F	F	M
XIV. LETTER WRITING								
Friendly letter and envelope form			I	F	F	M	M	M
Business letter and envelope form					I	F	F	M
Thank you notes	I	I	I	F	F	M	M	M
Invitations		I	I	F	F	M	M	M
XV. PROOFREADING	I	I	F	F	F	F	F	F

ENGLISH LANGUAGE ARTS RESOURCES

Grade 3

Media	Company	Unit
CLASSROOM		
Books		
Language for Daily Use - 3	Harcourt Brace Javonovich	30
Language for Daily Use - 3 T.E.	Harcourt Brace Javonovich	1
Story Carnival	Singer	15
Story Carnival - T.E.	Singer	1
Treat Shop	Merrill	15
Treat Shop - T.E.	Merrill	1
The Arbuthnot Anthology of Children's Literature - Revised	Scott Foresman	1
Time for Poetry	Scott Foresman	1
A Small Child's Book of Verse	Henry Z. Walck	1
Favorite Poems Old and New	Doubleday	1
Flair	Education Services	1
Wishes, Lies, and Dreams	Random House	1
From Thoughts to Words	NCTE	1
Slithery Snakes and Other Aids to Children's Writing	Appleton-Century	1
A Thousand Topics for Composition: Revised, Elementary Level	NCTE	1
Thorndike-Barnhart Beginning Dictionary	Scott Foresman	30
In Other Words I: A Beginning Thesaurus	Scott Foresman	5
Success in Spelling	District 535	1
Handwriting Course of Study	District 535	1
SCHOOL IMC or READING CENTER		
Books		
Creative Writing Masters 3	Instructional Fair	1
New Directions in English - 3	Harper Row	35
New Directions in English - 3 T.E.	Harper Row	1
Understanding Human Relations and Behavior Problems Through Books (see librarian)		1
Creative Dramatics Handbook	NCTE	1
Ginn and Company Reading Program	Ginn	
Laidlaw and Company Reading Program	Laidlaw	
Paperbacks (multiple copies and sets)		

Media	Company	Unit

SCHOOL IMC or READING CENTER

Tapes

Listening Skills Program Primary Level 1C	S.R.A	1

Kits

Puppet Kit		1
On Stage: Wally, Bertha, and You	EBF	1

A-V CENTER

Kits

C-1488	Open-Ended Stories, Group 1 Cassettes #2 "Old One Eye" #3 "Which Way Home" #4 "The Visitor" #6 "A Pony's Wish" #10 "The Fox's Secret" #12 "Camp Lookout"	International Tapes	(2 weeks)
	Interaction Activity Cards (Grade 3) (Refer to A-V Guide and order by packet number: IA-8, IA-9, IA-10, IA-11)	Houghton Mifflin	4 (1 month)
	Read Alongs (multi-media kit used in all primary grades) MM-14 "Aladdin and His Lamp" MM-15 "Alice in Wonderland" MM-16 "The Aristocats" MM-17 "Bambi" MM-18 "The Bremen Town Musicians" MM-19 "Brer Rabbit and the Tar Baby" MM-20 "Dumbo" MM-21 "The Emperor's New Clothes" MM-22 "Goldilocks and the Three Bears" MM-23 "Heidi" MM-24 "It's a Small World"		

Media	Company	Unit

A-V CENTER

Kits - cont.

MM-25 "Johnny Fedor and Alice Blue Bonnet"
MM-26 "The Jungle Book"
MM-27 "Little Hiawatha"
MM-28 "The Little Red Hen"
MM-29 "Little Red Riding Hood"
MM-30 "Mary Poppins"
MM-31 "Mickey and the Beanstalk"
MM-32 "Mickey Mouse, Brave Little Tailor"
MM-33 "More Jungle Book"
MM-34 "Mother Goose Rhymes"
MM-35 "Pecos Bill"
MM-36 "Peter Pan and Wendy"
MM-37 "Pinocchio"
MM-38 "Snow White and the Seven Dwarfs"
MM-39 "Three Little Pigs"
MM-40 "Thumper's Race"
MM-41 "The Ugly Duckling"
MM-42 "Winnie the Pooh and the Blustery Day"
MM-43 "Winnie the Pooh and the Honey Tree"
MM-44 "Winnie the Pooh and Tigger"
MM-45 "The Wizard of Oz"

Timberwood Tales (multi-media kit used in all primary grades)
MM-56 "A Beaver Is a Beaver"
"A Platypus Is a Platypus"
MM-57 "A Gorilla Is a Gorilla"
"A Cat Is a Cat"
MM-58 "A Rat Is a Rat"
"A Bowerbird Is a Bowerbird"
MM-59 "A Bat Is a Bat"
"A Penguin Is a Penguin"
MM-60 "An Ant Is an Ant"
"A Seal Is a Seal"

Leir - Level III (Units I through VI)
MM-178 through MM-183

Films

F-8-787 "Hopscotch"
F-8-786 "A City Awakens"
F-4-582 "Where Should a Squirrel Live"
F-8-619 "Little Airplane That Grew"
F-8-8 "The House That Wasn't There"
F-4-332 "Let's Write a Story"
F-8-615 "A Letter to Grandmother"
F-4-586 "How the First Letter Was Written"

Media	Company	Unit

A-V CENTER

Films - cont.

F-4-158	"Story of King Midas"	
F-4-170	"Frogs Are Funny, Frogs Are Fat: Adjectives"	
F-4-197	"Squirrels Go Up, Squirrels Go Down: Adverbials of Place"	
F-4-635	"Signs, Signals, Symbols"	
F-4-475	"Story of a Book"	
F-12-876	"A Pupil-Centered Classroom" (30 minutes) (in-service film)	

Records and Filmstrips

SF-202	"Famous Children's Stories" include "Aladdin's Lamp" "Tom Thumb" "Cinderella" "Robin Hood" "Ali Baba and the Forty Thieves" "The Three Wishes"	
SF-200	"Children's Folktales" Series 2	5 (2 weeks)

Filmstrip and Cassette

SF-1806	"Seasons and Festivals"	
SF-1821	"Beauty and the Beast"	
SF-1833	"Meeting of the Mice"	
SF-1807	"Johnny Appleseed"	
SF-904	"Brer Rabbit and the Tar Baby"	
SF-2126	"Andy and the Lion"	

Filmstrips

FS-52	"Introducing English" (also grade 2)	
FS-195	"Capitalization: Don't Hide in the Trees, Please!" (also grade 2)	
FS-174	"Punctuation, There's a Dragon in My Backyard"	
FS-205	"Sentences: A Silly Day With Cecil"	
FS-84	"Nouns: Who's Who in This Crazy Zoo"	
FS-94	"Learning to Write Letters"	
FS-95	"Using Reference Materials"	
FS-577	"Meet a Noun"	

Media	Company	Unit

A-V CENTER

Filmstrips - cont.

FS-2710	"The Singular and the Plural"
FS-1199	"How Pronouns Help"
FS-1203	"More About Verbs"
FS-578	"Sentence"
FS-3005	"Getting to Know Words"
FS-746	"First You Find It; Then Define It"
FS-579	"Stories Behind Words"
FS-3006	"How We Communicate With Each Other"
FS-3010	"Story of Writing"
FS-2602	"Classifying"
FS-314	"Thumbelina"
FS-1582	"Stone Soup"
FS-1590	"The Camel Who Took a Walk"
FS-3016	"The Nightingale"
FS-3012	"Cloud's Children"
FS-3014	"Aladdin"
FS-3021	"Traveling Musicians"
FS-3018	"Alice Goes to a Tea Party in Wonderland"
FS-2887	"The Animal Musicians"
FS-1386	"Aladdin"
FS-1387	"Alice in Wonderland"
FS-1583	"Red Carpet"

Cassettes/Tapes

	"Spoken Arts Library for Young Listeners"
C-742	"Rumplestiltskin" and "The Goose Girl"
C-738	"Puss in Boots" and "Little Red Riding Hood"
C-764	"Tom Thumb," "Golden Goose," and "The Three Sluggards"
C-749	"Hansel and Gretel" and "The Fox and the Horse"
C-756	"The Happy Prince"
C-741	"The Three Little Pigs," "Mr. Vinegar," "The History of Tom Thumb," and "The King of Cats"
C-778	"A Child's Garden of Verse" (Vol. 1) by Robert Louis Stevenson
C-779	"A Child's Garden of Verse" (Vol. 2) by Robert Louis Stevenson
C-780	"Rikki-Tikki-Tavi" Jungle Tales by Rudyard Kipling

Media	Company	Unit

A-V CENTER

Study Prints

SP-64 A Child's World of Poetry #11
SP-65 A Child's World of Poetry #12

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept

SENSORY PERCEPTION

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To promote creative thinking and let children explore ways in which they use their senses.
2. To bring to awareness senses other than the basic five.
3. To help children gain an awareness of viewpoint.
4. To explore the idea and skills involved in making classification.
5. To explore language as an instrument for measuring and comparing, describing similarities and differences.
6. To help children become aware of what they do when they make an inference.
7. To sharpen the powers of inference-making in ways leading to problem solving.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 4
2. New Directions in English
3. Wishes, Lies, and Dreams
   Noises, p. 126
   Colors, p. 215
   Poems...Music, p. 245
   Personal Feelings, pp. 86, 137, 198, 256
   Different Viewpoints, pp. 174, 191, 270
   Comparisons, pp. 105, 147, 155
4. Flair
   "How to Hear Words," pp. 77-80
   "....Sensory Suggestions," pp. 41-42
5. Illinois English Bulletin: One Thousand Topics for Composition
   "Me," p. 2
   "My Thoughts," p. 4
   "My Dreams," pp. 4-5
   "My Ideas," p. 5
   "My Actions," pp. 5-6
   "Personal," p. 6

6. From Thoughts to Words
   Classifying, pp. 54, 57, 84
   Comparing, pp. 8, 59, 81

7. Treat Shop

8. Schools Without Failure, Glasser (Curriculum Library)

9. Understanding Human Relations and Behavior Problems Through Books, (See librarian)

10. Film: "A City Awakens"

11. Filmstrip #2602 "Classifying"

HELPFUL ACTIVITIES:

1. For exploring ways in which to use the senses, refer to New Directions in English, Chapter 1 and guide pp. 24-25.

*2. To develop awareness of the five senses, make a list of ideas from a familiar situation such as:

Getting Ready for School
An Automobile Ride
Playing Outdoors
A Holiday
Airport
Supermarket

Individual senses may be focused upon by these examples:

Sight - Parade
A House on Fire
Our Kitchen
Drugstore
Shoe Store

Hearing-Outside School at Dismissal Time
Circus
Playing Hide and Seek
Swimming
My Classroom

Smell - Breakfast
Gas Station
Walking in the Woods

Taste - Sunday Dinner
Picnic

Have students list things they like to taste and things they don't. Must the list be limited to food?

Touch - Washing My Hair
Playing with a Kitten
Things I've Touched That Made Me Happy
Things I've Touched That Made Me Aware of Danger

3. Correlate social studies and language arts with the film "A City Awakens." It is a 14-minute film with no narration. Discuss sights, sounds, and feelings of the city awakening. Tell in words the story the film told with pictures. Other good suggestions come with the film.

4. To provide extensions in using senses, have students make a recipe book of their creative recipes.

5. Put a spot of paint on the top of a paper for each child. Have them write associations with the color they receive. Add an interesting descriptive line for each association. Example: Red is an apple, Ripe and ready to eat.

6. For further suggestions on using sensory experiences to stimulate creative writing, refer to
   Wishes, Lies, and Dreams: "Noises," p. 126; "Colors," p. 215; and "Poems Written While Listening to Music," p. 245.
   and Flair: "How to Hear Words," pp. 77-80; "Warm Up with Quickie Sensory Suggestions," pp. 41-42.

7. Use the change of seasons to stimulate writing. Example: The first day it snows, cut out snowflakes and write poems about snow.

8. Write a group poem. One group works on a stanza beginning "I like the sights of (season or holiday)." Another group works on "I like the sounds of...." There is a stanza for each sense. Then put them all together.

9. Use literature to expand vocabulary and stimulate creative writing. Example: Read poems about ice and snow. Pick out descriptive words. Add to the list. Write own poems.

10. Have students describe all the senses they used in the morning from the time they awoke until arriving at school. Individual situations can be described and the senses used listed on the board or overhead.

SELF UNDERSTANDING

11. Here are some poems to aid discussion of self:

Everybody Says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's
But I want to look like ME!

-Dorothy Aldis

The Question

People always say to me
"What do you think you'd like to be
When you grow up?"
And I say "Why,
I think I'd like to be the sky
Or be a train or plane or mouse
Or maybe be a haunted house
Or something furry, rough, and wild - - -
Or maybe I will stay a child.

-Karla Kuskin

*12. Suggestions for students to write about themselves are in Illinois English Bulletin: One Thousand Topics for Composition: "Me," p. 2; "My Thoughts," p. 4; "My Dreams," pp. 4-5; "My Ideas," p. 5; "My Actions," pp. 5-6; "Personal," p. 6.

13. Set up a station using the "Creative Writing Masters 3" from Instructional Fair. Each week put five pages out in separate folders numbered in sequence. After 5 pages are completed, the student may find his book and design a cover. This becomes "The Autobiography of _____ _____," Volume 1. Each child may do as many volumes as he wishes.

*14. Start a journal at the beginning of the year. Each week students write something to answer this question: "What are you really proud of this week?" After a few months see what they have learned about themselves and their values.

15. Make a "Me" bulletin board. The first "Me" is the teacher. Change each week, letting the student do his own.

16. Correct use of I and me is presented on page 78 of Language for Daily Use.

17. For poetry writing about personal feelings refer to Wishes, Lies, and Dreams, pp. 86, 137, 198, and 256. Later in the year children enjoy reading from their composition folders what their "wishes, lies, and dreams" were at the beginning of third grade and seeing how their ideas have changed. A meaningful self-evaluation takes place.

18. Pages 70-74 of Language for Daily Use contain activities encouraging students to consider others. This section does an excellent job of introducing children to courtesy when participating in a conversation, when greeting people, and when introducing people.

19. Read "The Fisherman and His Wife," p. 87 in Treat Shop and discuss what happens to someone who wishes for too much. Next read "The Three Wishes," p. 125, and discuss how the wishes were used. Then read the poem "I Keep Three Wishes Ready," p. 193. Then have the students write 3 wishes - one of them can't be for more wishes. You may require that the wishes be
    1 for self
    1 for family
    1 for all people.

20. Random interviews are good to use at the beginning of the year when the children are becoming acquainted with their classmates. Draw up questions together that might be asked, such as favorite things, size of family, length of time in the community, hobbies, sports, etc. Divide up in pairs, each selecting a partner that they know very little about. At the end of a stated time, each child introduces his friend to the group, telling what he has learned in the interview.

21. Use pages 76-77 of Language for Daily Use on the use of the telephone. You may want to present this section along with the program and materials available from Northwestern Bell Company.

22. Have students fold a paper to have 4 or 6 boxes. Say a common word such as tree, person, dog, or house and have the students draw a picture. Compare pictures to see various perceptions.

23. A picture used as a story starter shows that people perceive things differently.

24. Role playing which is also suggested in health and social studies units is a good oral language activity which helps the students understand others' viewpoints. Role playing can be redone by classmates who may interpret or respond to the situation differently.

25. Many health films on interpersonal relations will lead to good discussions of self and others. Expand viewing into language experiences.

26. Select literature which shows how common problems are met by someone in a different cultural setting--vary time and place. Refer to "building character," pp. 62-63 in the guide of Treat Shop.

27. Choose library books from the bibliography, Understanding Human Relations and Behavior Problems Through Books. Needs of the class will dictate choice.

28. Students feel a personal closeness to authors and illustrators if they know a little about their life. Refer to p. 63 in the guide of Treat Shop or to the librarian for information on authors and illustrators.

HUMAN RELATIONS

29. Make an "authors card file." Each child fills out his own 3" x 5" index card. The information included is name, birthday, hobbies, and other information about themselves. Place these in a little box for others to read.

30. If students write autobiographies, they will enjoy reading each other's and reading biographies or autobiographies in the library. They can see the time in which a person lives and where he lives affect one's perception of the world.

31. Students can write from a different viewpoint. Refer to Wishes, Lies, and Dreams, pp. 174, 191, and 270.
Other ideas for writing from a different viewpoint:
"Fire in the Forest" Pretend you are a forest animal. Write about the experience.
"Who Will Write About Me?" Have a bulletin board of cute animal pictures. Students choose one to write about.
Pretend you are a turkey. It's Thanksgiving morning and your master is looking for you. He wants to get you ready for the roasting pan. You are wanted for the big Thanksgiving dinner! If you can escape until nightfall, you will be safe until next year! Be the gobbler! How do you feel? What would you do? Where might you hide or go? If you can't escape, how do you feel? How might a friend of yours help you?

32. Teachers who are familiar with Dr. Glasser's classroom meetings techniques are encouraged to use class meetings as a language activity. This activity builds thinking skills, listening skills, and oral language skills. Refer to the book, Schools Without Failure available in the Curriculum Library, if not in your building.

UNDERSTANDING OUR WORLD

33. The thinking process of classifying is explored in Chapter 2 of New Directions in English. Other activities with classifying can be found in From Thoughts to Words, "Groups of Things," p. 54; "Right at Home," p. 57; "In Order of Size," p. 84.

34. Creative writing ideas for comparisons are in From Thoughts to Words: "More of It," p. 8; "Picture Words," p. 59; "Descriptive Words," p. 81; and Wishes, Lies, and Dreams: "Comparisons," p. 105; "Metaphors," p. 147; "A Swan of Bees," p. 155.

35. Language activities may develop from science units on classifying, observation, and inference making.

36. Let students do the research whenever possible to find the answers to their questions in social studies, science and other areas. Sometimes provide questions for stimulation. Plan with the librarian to help children learn how to find and use nonfiction and reference books to find answers to the questions about our world.

37. Many reference materials are shown in the filmstrip, "Using Reference Materials," Troll Associates, #95.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

LISTENING

CONCEPT: Language is communication.

SKILLS: Through listening -

1. Increase vocabulary.
2. Gain information and knowledge.
3. Understand and follow directions.
4. Interact courteously with others.
5. Enjoy many kinds of literature through a variety of media.
6. Retell a story, having the main ideas in proper sequence.
7. Evaluate information.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 2 and 9
2. New Directions in English
3. The Arbuthnot Anthology of Children's Literature
   (Book 1, Time for Poetry. Using Poetry in Verse Choirs, p. LXX)
   (Book 2, Time for Fairy Tales. Telling Stories and Reading Aloud to Children, p. II)
4. Treat Shop
   Chapter VI, p. 177
5. Schools Without Failure
6. Listening Skills Program, Primary level Ic
7. Interaction Activity Cards, packets 3a and 3b
8. Timberwood Tales
9. Read Alongs
10. Refer to films, filmstrips, tapes in the literature section.

LISTENING

HELPFUL
ACTIVITIES: *1. Tape extra words for the students to spell. Choose words not in the basic spelling list, but which can be sounded out. Examples:
a. Words which rhyme with words in the basic list.
b. Words which begin the same, but end differently, such as thing, think.
c. Words with a changing vowel, such as hit, hat, hot.
d. Previously learned words with endings added if the ways to change form have been learned.

2. Several activities in chapter two of Language for Daily Use will give students practice in developing listening skills.

3. Make up tongue twisters. Listen to others try them. Pick out the difficult sounds. A booklet could be made of tongue twisters.

4. To stress the importance of listening, compare it to playing ball. The one who catches is as important as the thrower. In communication the listener is as important as the speaker. How has listening helped you? With the class, develop guidelines for good listening such as:
a. Keep your eyes on the speaker, and away from things that distract your attention.
b. Give attention to the facts or ideas that the speaker is expressing.
c. Avoid movements or noises that will interfere with the others.

5. A listening game is "Lost Child." One child pretends he is the father or the mother of a lost child. He describes someone in the room to another player who is a policeman. If student can guess who the lost child is before the policeman does, the two exchange places.

6. Have students listen to a particular T.V. or radio news report, or program and tell the class something they have learned.

7. See the index (T.E. 229) of Language for Daily Use.

8. Play "Simon Says," a group activity, for following directions. They only follow commands preceeded with Simon Says.

9. "Back to Back" is an activity which shows the importance of both the "giver" and the "receiver" of directions. Two volunteers sit back to back. Everyone else gathers around to listen and watch. On the "giver's" desk put a paper with a simple crayon design. The "receiver" needs a blank paper and a box of crayons. Only the "giver" may speak, giving directions for making what he sees. The "giver" must pause and when he thinks the "receiver" is ready, give further directions. At the end everyone evaluates the explanation and the listening.

*10. "Fishbowl discussions" help half the class to focus on observing while the other half is participating. Choose a good leader for each group and a topic for each which everyone will be able to discuss. Leaders may need a little time to prepare questions to guide the discussion. Arrange the chairs in a double circle. Only the inner group takes part in the discussion while members of the outer group have specific things to watch for. Examples: assign 2 or 3 who sit on different sides of the circle to listen for people who speak up clearly. Others listen to see if everyone contributes; some watch for distractions; some listen for interaction - one participant responded to the comments of another. Have a time limit on discussions, report on observations, and then switch places.

11. Interaction Activity Cards Packet 3a has cards with directions for the children for making stories using tape recorders, cameras, or the video taping equipment.

12. Interaction Activity Cards Packet 3b has cards with directions for the children to share books.

13. Listening Skills Program tapes provide practice in a variety of listening skills.

14. Listening stations can be made with Read-Alongs. Order by story title from the A-V Center. Each kit has a story on cassette, record, and ten booklets. The teacher's edition has suggestions on how to use a listening center, questions to check listening, and ideas for related art, music, rhythm, and language arts experiences. These materials may have already been used in previous grades, however.

15. Listening stations can be made with Timberwood Tales. Two titles with four books of each come in a set. The reading is facts about animals. The books are very easy, but the narrator on the cassette adds interesting facts. Cards can be made with activity suggestions. These very likely have been used in previous grades.

16. Refer to films, filmstrips, tapes and records in the literature section for more listening experiences.

17. Take every opportunity available to read a variety of types of literature to your class for enjoyment. Choose from resources listed in the literature section or a favorite library source of your own.

*18. When reading a book to the class, each day have a student retell what he heard the day before. Check for main ideas and sequence.

19. Play "I packed my grandmother's suitcase. In it I put..." Everyone must listen and repeat all contents in order, then add one item.

*20. Read fables or other short stories for students to retell. One selection which students enjoy retelling is in New Directions in English, page 54. This will help students learn to tell stories.

21. Revive the art of storytelling. Principles to keep in mind when telling stories to your class:
   a. Choose a good story.
   b. Read the story until you understand it well and appreciate it.
   c. Practice telling the story until you're fluent.
   d. Before beginning the story, get the children close to you and as comfortable as possible.
   e. Have eye contact with the children.
   f. Be sure your voice is audible to all.
   g. Be enthusiastic.
   h. Be naturally dramatic.
   i. Use 'proper' English except when portraying a character through his speech.
   j. Do not interrupt the story to appeal to the listener.
   k. Use vivid details.
   l. Try to keep to original form of the story.
   m. Use past tense.
   n. Use direct discourse.
   o. Make the ending complete and satisfying.
   p. When you finish wait for comments. Do not ask the students if they like the story.

   Reference: The Arbuthnot Anthology of Children's Literature (Book 2, Time for Fairy Tales, pp. II - VIII)

22. In The Arbuthnot Anthology of Children's Literature refer to the chapter on "Using Poetry in Verse Choirs" LXX. This chapter is excellent for children of this age to use for activities to enable them to recognize voice change and to distinguish between clear and muddled speech.

23. Use music to tell a story. Examples: "Hansel and Gretel," "The Nutcracker Suite," "Peer Gynt."

24. Make a story to go with a song or piece of music.

25. Dr. Glasser's classroom meetings taken from Schools Without Failure are encouraged. These meetings help children develop techniques in critical listening and thinking.

26. Have students repeat ads they have heard on T.V. Do you believe everything they say? Why do they say it? Ads seem to be an annoyance that interrupt the show. Why are they used?

CONCEPT: Language is communication.

SKILLS:

1. Use gestures, facial expressions, and body movements to communicate own ideas and interpret literature.
2. Use voice tone and stress to express feeling.
3. Speak clearly and distinctly.
4. Speak in a natural, audible voice before a group.
5. Participate meaningfully in conversations and discussions, but do not monopolize them.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 4, 9, 10, 12
2. New Directions in English
3. Story Carnival
   Unit 4
4. Treat Shop
   Unit VI Sing and Say p. 177
5. The Arbuthnot Anthology of Children's Literature
   (Book 1 Time for Poetry "Using Poetry in Verse Choirs," p. LXX)
6. Schools Without Failure
7. On Stage: Wally, Bertha, and You creative dramatics kit
8. Interaction Activity Cards, Level 1b, packet 3b and 3d
9. Films: 4-635 "Signs, Signals, Symbols"
   7-787 "Hopscotch"
   4-582 "Where Should a Squirrel Live"

ORAL AND BODY LANGUAGE

HELPFUL ACTIVITIES:

1. Language for Daily Use has many specific oral language activities. Chapter 10, "Becoming a Good Storyteller," encourages practice in story order, oral book reports, talking about pictures, etc. Also, check "Oral Expression" on pages 299-300 of the index.

2. Play "Find the Leader." Players sit in a circle. One person is "it" and leaves the room. A leader is chosen. He stays in his place in the circle and starts to clap. Other players do what the leader does, without looking directly at him. "It" returns and stands in the middle of the circle. The leader changes what he is doing and "it" tries to guess who the leader is.

3. Play "Lemonade." Make three or four groups. Each group in private decides on an occupation they can act out. When everyone is ready the following dialogue begins the game:

   First group: Here we come!
   All others: Where from?
   First group: New Orleans.
   All others: What's your trade?
   First group: Lemonade.
   All others: Show us some if you're not afraid.
   First group: (Pantomimes their trade showing different aspects of it.)
   All others: (Try to guess the occupation.)

   Then the game starts over with a new group.

4. Play "Charades" with story titles and characters.

5. Pantomiming leading to dramatizing and to play making is in Unit IV in Story Carnival.

6. The film "Signs, Signals, Symbols" has no narration. It shows how sights, sounds, and symbols communicate.

7. "Hopscotch" is a film about a boy who tries to make friends. He has many unsuccessful plays before he gains acceptance. The whole story is told with body language.

8. Create visual stories. Use your hands like puppets. They meet; one shows off; the other copies; they quarrel; they 'make up'; they play tag; they find new friends.

9. Movement exploration activities use body language. Refer to the physical education guide for ideas.

10. Work on enunciation of ending sounds t, d, and ng. Practice saying words which are often run together.

*11. Make tape recording of student's speech and reading so students may hear their own speech. Keep the recordings. Later make a second recording to compare.

12. Reciting poetry with others helps students improve diction. Unit VI in Treat Shop has suggestions in the teacher's guide for choral reading. The Arbuthnot Anthology has a good section on organizing verse choirs on pp. LXX - LXXXII in "Time for Poetry."

13. Ideas for role playing situations may come from health or social studies. Having another pair act out the same situation with a different attitude will show a change in voice stress and inflection. Add imaginative situations such as "You are a guest in the king's palace. What do you say to the king?"

14. Make a chart of homographs. Practice using them in sentences.

15. See how the meaning changes when you stress different words in the following sentences:
    Where is Joe's dog?
    I'm rather fond of you.
    I did not say you are bad.
    This is my house.
    Are you coming with me?

16. Use the single word, oh to show worry, surprise, fear, doubt, pain, and other feelings the students can suggest. Do the same thing with the word no.

17. Show importance of mouth movements in speaking distinctly. Have volunteers say short sentences just moving the mouth with no sound.

18. Show opposites or conflicts with your body. Try to move forward, something holds you back. Say move as you try. Have your voice show how you feel. Have a situation in mind you want your body to show. Examples: It's time for you to go home, but your friend wants you to stay. You want to stay up late but you are getting very tired. You are proud to be marching in the parade but you have marched for two hours. Show conflicts such as, the wind and the trees, the grass and the lawnmower, the river and the rocks.

19. Decide secretly whether you will be a 'yes' or a 'no.' 'Yes' or 'no' will be the only word you can speak. Use body language and voice tone to show thoughts and feelings. The entire group mills around. When you meet someone say your word. If the two of you are the same, shake hands, and converse using only your one word. Then move on. If you meet an opposite, ignore him and avoid touching him.

    Decide on a setting, such as a shopping mall or the fair. Decide again whether to be a 'yes' or 'no.' Mill around again and meet people. This time 'yes' people try to persuade 'no' people to change. Reach out and try to touch them. 'No' people resist change. You want to be left alone. Reject any physical approach by 'yes' people. Everyone remember to use only your word.

*20. Do oral reading of stories which use a lot of capitals or italics to show stress. Example: "Marco Comes Late" in Treat Shop.

*21. Have each student think of a well-known story character and whisper the name to the teacher. He then acts like the character using dialogue. The others try to guess the character.

22. Committees of students work out their preferred ways of reading a conversational passage. Each group presents their way. Then decide which group most effectively reflected the feelings and personalities of the characters.

*23. Guidelines for creative dramatics:
a. Select the story.
b. Discuss the following items:
- Characters - outstanding characterists and possible motivation for what they do.
- Plot - what happens and what sequence.
- Purpose of the author - a message or just entertainment.
c. Choose volunteers to play the parts.
d. Each child creates his or her own dialogue and action.
e. Evaluate performance - Were action and dialogue believable? Were all important events included in sequence? How did actors make you feel? Was the author's purpose accomplished? What were strengths and weaknesses?

24. On Stage: Wally, Bertha, and You is a kit of suggestions for creative dramatics starting with simple icebreakers and working into group improvisations. The activities build confidence in working with a group and before a group. Part of the kit is used in Grade 2.

25. Interaction Activity Cards packet 3b is a set of cards with directions to students for sharing books, making up songs, interviewing people, and planning things for younger children.

26. Interaction Activity Cards packet 3d is a set of cards with directions to students for making a mobile, a model town, or a nature trail. They can also make colors, classify words, and solve problems.

27. Tell round robin stories. Player 1 starts a story and stops in the middle of a sentence. Player 2 continues the story, stopping in the middle of a sentence. Continue around the circle. The last player concludes the story.

28. Pictures and titles used for creative writing may also be used to stimulate ideas for storytelling.

29. For making a movie refer to p. 18 or 19 in the teacher's guide of Treat Shop. Students must plan the talk to go with the pictures before showing them.

30. Have the students make puppets to use in an oral presentation of role playing, a literature selection, or their stories. Puppets are also available in your school IMC.

*31. Share hobbies. Students can bring collections and tell about them or tell how to make something.

32. Have students invent a game and teach it to the class.

*33. Plan for conversation in small groups. Before conversation time, help each group decide on a topic, choose a leader, and determine responsibilities of leader and group. If possible provide each group with a small tape recorder. Have the group record its conversation and play it back for evaluation. See if changes were made in attitudes, interest, and response.

34. Use Dr. Glasser's techniques for conducting classroom meetings. See Schools Without Failure from the curriculum library.

35. Read the poem "The Second Hand Shop" in Treat Shop. Discuss uses fairies would have for the things mentioned in the last stanza. Volunteers name something small that might be lost. Have others tell how the fairies might use it.

36. Have students give an explanation of how to do or make something. See pages 200-201 of Language for Daily Use.

CONCEPT: Language is communication.

SKILLS:

1. Choose colorful words.
2. Record thoughts in creative ways.
3. Express ideas clearly.
4. Develop writing in a natural style.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1, 10, 11
2. New Directions in English, composition units
3. From Thoughts to Words
4. Wishes, Lies, and Dreams
5. Slithery Snakes
6. Flair
7. In Other Words I
8. Films: 4-332 "Let's Write a Story" (11 min.)
   8-8 "The House That Wasn't There" (15 min.)
   8-619 "Little Airplane That Grew" (8 min.)
   4-582 "Where Should a Squirrel Live" (11 min.)
9. Cassette tapes: International Teaching Tapes, Inc. "Open Ended Stories," Group 1
10. Interaction Activity Cards, Level 1b, packet 3c

HELPFUL ACTIVITIES:

*1. Refer to activities in the concept of "Language is Constantly Changing," and "Grammar" sections for enriching writing vocabulary.

2. The film, "Let's Write a Story" starts with making interesting words and phrases, then builds them into sentences. It also tells some different kinds of stories that may be written.

3. Have students choose interesting pictures from magazines and mount them on construction paper. Then they think of 10 words that would help in writing a story about the picture. Each word must be spelled correctly (dictionaries provided) and printed clearly on the card by the picture. The picture cards can be collected and placed at a center for storywriting.

4. See the index of Language for Daily Use for pages having "Writing a Story" activities.

5. The Interaction Activity Cards, packet 3c has cards with directions to students for making many kinds of written records - posters, diary, diagram, graph, charts, poem, note paper, and animal book.

6. Posters and slogans may be used in correlation with health and other subjects. Special weeks such as Fire Prevention Week and National Education Week offer additional practice in this area.

7. Make a book report as a class on a book you have read to the entire group. This will serve as an example for book reports that they can write on their own. The student can design a book jacket for each report he does.

8. See chapter 9 in Language for Daily Use for stimulation in poetry writing.

9. Let students write plans or agendas for class activities or put announcements on the board.

10. An example of art as composition is having students draw or 'build' their "dream" house using a variety of media.

*11. Each child should have a notebook or folder in which to save his creative writing. Use these for self-evaluation and student conferences. Some of these papers can be used later in the year for revising and rewriting. See if the same basic thought can be expressed with new words or in a new way.

12. A classroom diary may be kept for awhile. Write about one or two class happenings daily. It can be sent home as a newsletter to parents. Then some students may like to keep a personal diary. Time needs to be provided for writing in the diary each day.

13. The "International Teaching Tapes - Open-Ended Stories" give almost 10 minutes of a story and then some questions. Responses can be oral, written, drawn, or acted out. Order by individual titles.
Group 1 - Tape 2 "Old One Eye" (for boys - a fishing story)
Tape 4 "The Visitor" (for girls - a mysterious visitor to a playhouse)
Tape 6 "A Pony's Wish" (a pony unsatisfied with life)
Tape 10 "The Fox's Secret" (What is the secret?)

14. Write stories with familiar characters. Refer to creative writing file section on familiar characters, or type some on cards, such as the following:
"The Beverly Hillbillies Go on Vacation"
"Peanuts and His Friends Attend a Dog Show in Our Town"
"Pinocchio on Our Playground"
"Puss-in-Boots at the Supermarket"
"Brer Rabbit Gets a Traffic Ticket"

*15. Pass around an envelope containing cards with either a picture or a word on each card. Students will draw a card and write a story, fable, tale or poem about the word or picture which was on the card drawn.

16. Write about a person you know well - how you got to know him, how he looks, what he likes to do, what he talks about, what you like to do with him, how he spends his time.

17. In everyone's home there are things valued by the whole family. Write about an object important to your family. Tell how it was acquired and what it means to the family.

18. Make little books in the shape of what you are writing about. Example:

*19. Put a common object such as a sponge where everyone can see it. Be imaginative in telling how it can be used.

20. Story starters: (Many are in the resources listed.)
One day I went exploring in the attic. I found an old trunk....
It's great to have a treehouse. My friend and I decide to live in it for a week....
How to get rid of hiccups....
How to get rid of warts....
The clock that went backwards....
What to do with two extra (eyes, arms, legs)....

21. After we read and discuss our basic reading stories we may decide to alter some of the events and circumstances. Then we write our own endings or conclusions. Change with others and read their stories. Most basic reading stories offer endless possibilities for children to create their own poems, fables, legends, fairy tales, limericks, factual reports, riddles, codes, letters, etc. At regular intervals we go over our work, checking our usage, punctuation, capitalization, spelling, and sentences.

22. Bulletin board ideas to stimulate writing and display work: (The walls of the school halls can also be used to display student projects.)
Caption - "We Are Authors" The students' names are printed on small tabs and put on the bulletin board. As they complete some writing, they can post it.
Caption - "Headlines" Cut out newspaper columns of fine print. Put students' names on with a black marker. They can write a story telling how they got their names in the news.

Caption - "Wishbone Wishes" Each child makes a wish for the whole world and explains why he made the wish. Then he makes a wishbone and places his wish inside.

Caption - "Lucky" Put trinkets or pictures of charms such as a rabbit's foot, horseshoe, four-leaf clover, and penny on the bulletin board. Students choose a charm and write about their luck.

Caption - "Aladdin's Magic Lamp" If possible get a real metal pot or make a picture of one. Rub the pot, make a wish, and write about it.

Caption - "Cast a Spell" Make a picture of a big kettle of brew. Write recipes for casting spells. Make a list of what the spells do. Write a story as if you were spell bound.

Hey, don't step on me, I've been shrunk....

When I opened my mouth, a croaking sound came out...

Caption - "Pirate's Treasures" Put a treasure map on the bulletin board or a treasure chest. After reading about pirates write about your experiences on a pirate ship.

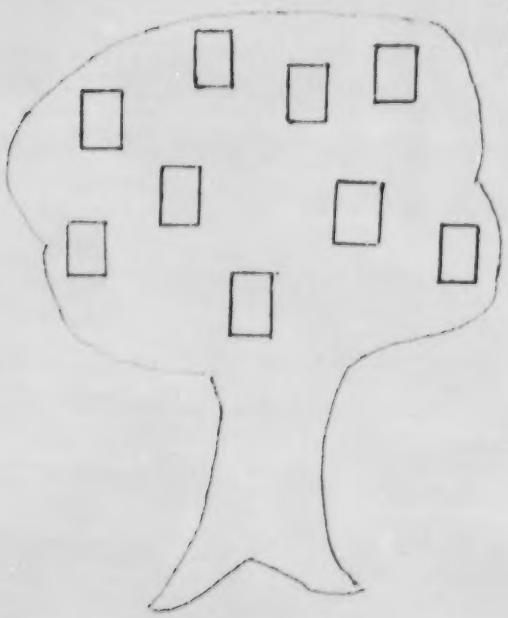
Caption - "A Part of Nature" Put up a background scene of sky, dawn, trees. Look for tiny living things outside. Write as if you were one of these little plants or animals. Make a picture of what you pretended to be and put it on the bulletin board with your story.

Caption - "Someone" The poem by Walter de la Mare may be used with this. Put footprints all across the bulletin board. Write a mystery story.

Caption - "Beautiful Thoughts" Cover the bulletin board with velvet or other pretty material. Pin up poetry with old hat pins or fancy pins, or put a bead on a regular pin.

Caption - "Poetree"

A poem from each student is placed on the "Poetree" on the completion of a poetry unit.



23. Make a holiday or seasonal booklet (Christmas example).
Page 1 - Make a title and picture.
Page 2 - Write a letter to Santa.
Page 3 - How many words can you spell from "Merry Christmas?"
Page 4 - Write about "The Year Christmas Did Not Come." Tell how and why it happened and how it affected the people of the world, including yourself.
Page 5 - Make a chart of sensory words related to Christmas.

sights	sounds	feelings	smells	tastes

Page 6 - Write a poem using some words from page 5.
Page 7 - Ho-ho-ho! Change a letter to make a new word.
Page 8 - Write a true story about Christmas.

*24. A class newspaper can be fun and culminating activity to use after parts of Language for Daily Use have been completed. Children can work in groups of four. Each group has a captain, who is responsible for recording articles. Suggested committees could be sports, highlights of the year, science, recipes, art work and jokes. One group also interviews personnel in the school and in the community. Each group must check for spelling, punctuation, capitalization, use of paragraph form, and proofread each article before submitting it to the editor, the teacher.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

LANGUAGE CHANGES

CONCEPT: Language is constantly changing.

AIMS:

1. To recognize language is a means of expressing or communicating feeling or thought, for which man has invented many sound and written codes.
2. To differentiate among the written symbols for speech sounds in English.
3. To distinguish word sounds (the whole word) from syllable sounds and from phonemic sounds.
4. To introduce the idea that language is related to human behavior, human needs, time, place and circumstance.
5. To realize that words and word meanings are not permanent.
6. To broaden the student's vocabulary through study of synonyms, antonyms, and homonyms.

AVAILABLE RESOURCES:

1. Language for Daily Use, (See "How Our Language Grows" sections.)
2. New Directions in English
3. Success in Spelling
4. In Other Words I
5. Time for Poetry
6. The Arbuthnot Anthology of Children's Literature
7. Film: 4-586 "How the First Letter Was Written"
8. Filmstrips: 3010 "The Story of Writing"
   579 "Stories Behind Words"
   3006 "How We Communicate With Each Other"

HELPFUL ACTIVITIES:

1. Write secret codes where the student decodes by choosing the letter that comes before or after the letter written. Students can experiment with making and using codes.

2. The "How Our Language Grows" sections of Language For Daily Use do an excellent job of indicating how language changes.

*3. Throughout the year in reading and spelling, children will be using the written symbols for spoken sounds.

4. Suggestions of literature for depicting dialects of geographic areas and sociological conditions are found in Time For Poetry. They are: "The Raggedy Man," p. 31
"Whoopee Ti Yi Yo," p. 50
"Little Orphan Annie," pp. 338-339
The Arbuthnot Anthology of Children's Literature, Stories from "Uncle Remus," pp. 214-221

*5. Success in Spelling presents homonyms. See how many more homonyms the children can list. This could be a group you are working with.

6. Play "Teakettle" with homonyms. One student leaves the room. The class thinks of a homonym and some sentences as clues. Say "teakettle" instead of the homonym. Example: If the homonyms were their and there, the sentence clue for the person who is trying to guess could be, "The students left teakettle books over teakettle."

7. Put common words from the thesaurus in a box. Students pull a word out of the box. Look it up. Write down the synonyms and antonyms you find. Write a paragraph using some of the new words you found.

8. Make a collection of 100 to 150 words on cards. Also have corresponding cards with synomym to these words. The first set of cards include easier words. These cards also contain a number. The second set of cards contain words that are synonyms but are more difficult. On the back side of these cards are the corresponding numbers. This activity could be teacher directed or done individually, or with one or more pupils.

9. Students interested in other language codes can find library books with words in Spanish, French, German, or Russian.
See and Say, Frasconi
The Cat in the Hat Beginner Book Dictionary in French
The Cat in the Hat Beginner Book Dictionary in Spanish
Berlitz German for Children, "Three Bears" and "Little Red Riding Hood"

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

GRAMMAR

CONCEPT: Language has a variety of structures.

SKILLS:

1. Build and unbuild words using prefixes and suffixes.
2. Distinguish compound words from affixed words.
3. Identify nouns, verbs, adjectives, and adverbs, their forms, and their uses.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapter 7
2. New Directions in English
3. Success in Spelling
4. In Other Words 1
5. From Thoughts to Words
6. Slithery Snakes
7. Childcraft
8. Films: 4-170 "Frogs are Funny, Frogs are Fat: Adjectives" (10 min.)
   4-197 "Squirrels Go Up, Squirrels Go Down: Adverbials of Place" (10 min.)
9. Filmstrips: 577 "Meet a Noun"
   2710 "The Singular and Plural"
   1203 "More About Verbs"
   1199 "How Pronouns Help"

HELPFUL ACTIVITIES:

1. Chapter 7 in Language for Daily Use has many writing and discussion activities on nouns and verbs. Pages 138-139 provide opportunities for recognizing and using descriptive words.

*2. Chapter 10 in New Directions in English gives practice in word building, using prefixes, suffixes, and compound words. The teacher's guide, pp. 50-51, provides additional activities.

*3. Success in Spelling provides lists of compound words.

4. Identify nouns using classifying as a technique. Refer to New Directions in English, page 25.

5. The filmstrip, "Meet a Noun" #577, defines nouns.

6. Play the game "I'm Going on a Trip." The first player begins by saying, "I'm taking an animal." The next child repeats and adds an item beginning with b. Players continue with naming of items in alphabetical order. Point out these words are nouns.

7. Identify noun forms--singular and plural. Refer to New Directions in English, page 26.

*8. Make a list of nouns that form their plurals by adding s, es, changing y to i before adding es, changing f to v and other ways. Examples:

adding s	adding es	change y to i	f to v	new form
dog	dish	story	calf	man
book	witch	baby	self	tooth
girl	glass	party	knife	child
cake	box	city	leaf	ox

9. Use the filmstrip, "The Singular and the Plural" #2710, as a review and extension of noun forms.

*10. Make word cards with common verbs. A student draws a card and pantomimes the word. The class guesses his word.

11. Find common verbs such as walk in the thesaurus. Pantomime or discuss shades of meaning for the synonyms.

*12. See the "Review Handbook" in Language for Daily Use for additional practice in grammar.

13. By adding er to verbs, nouns can be formed, such as talk, talker. Students can use both forms in sentences, either oral or written. Make a chart of words which can be changed from verb to noun by adding er.

verb	noun

*14. Success in Spelling stresses the spelling of changing verb forms.

15. Have students use nouns and verbs to make two-word sentences telling how animals move or what they do. These two-word sentences can make an interesting poem such as the poem "I Speak, I Say, I Talk" by Arnold Shapiro found in Childcraft.

*16. To provide practice in using nouns and verbs play this game. Divide the class into two groups. One group suggests nouns which are put on the board. The other group lists verbs in a column beside the nouns. The noun is paired with the verb it is next to and the students add a few words to make a complete sentence. Many of the sentences will be nonsense sentences.

17. Use adjectives to make comparisons. Refer to New Directions in English, pages 38-41.

18. Working in pairs or small groups, have the students list as many describing words as they can for a given list of nouns.

19. Make a list of descriptive words for communicating sensory images. "Building Blocks," pp. 38-42 in Slithery Snakes starts word charts for this activity.

*20. Have students make adjective-noun pairs beginning with the same letter of the alphabet. Examples: enormous elephant, curious cat.

21. Interesting activities using adjectives with a familiar story are in Chapter 5, pp. 15-17 of From Thoughts to Words.

22. Use In Other Words I to look up overworked words. Use new-found words in oral and written sentences.

23. Make charts of adjectives for a theme. Example:

Halloween

witch	cat	ghost	bat	pumpkin

24. Adverbs are introduced in New Directions in English, pages 65-69.

25. For sentence variety make sentences starting with adverb phrases.

*26. Refer to Chapt. 11 of New Directions in English to review parts of speech.

27. Be on the alert for usage errors (Refer to Appendix A). Some common errors the whole class can agree to try to eliminate. Some students may need individual help. A way to do this is:

LANGUAGE ARTS TRIAD

Have three different language arts experiences going at one time, and, after three class periods, a new triad is formed. The three experiences might be:

a. Go to writing center and write on one of the suggested ideas.
b. Prepare a talk or a speech on some idea.
c. Do some written work on an area in capitalization, punctuation or word usage.

For example, divide the class into three groups. One group does experience "a" on Monday, experience "b" on Wednesday, and experience "c" on Friday. Then all new ideas can be selected. Share creative writing and speeches. The teacher meets privately with the group doing skill work to evaluate and sometimes help them correct their work.

CONCEPT: Language has a variety of structures.

SKILLS:

1. Differentiate between fiction and nonfiction.
2. Locate books in the library using alphabetical order and the Dewey Decimal System.
3. Use parts of a book and different types of books to find answers to questions.
4. Differentiate between biography and other forms of literature.
5. Recognize by form, poetry, plays, and prose.
6. Identify some of the characteristics of fables, fairy tales, folktales, legends, and myths.
7. Develop personal criteria for selection of literature and media.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 2, 9, 12
   (Also see "A Book to Read" sections.)
2. Story Carnival
3. Treat Shop
4. The Arbuthnot Anthology of Children's Literature
5. Exploring Music 3 and record
6. Library Books
7. Films: 4-475 "Story of a Book" (11 min.)
   4-158 "Story of King Midas" (11 min.)
8. Records and filmstrips
   "Famous Children's Stories" includes
   Aladdin's Lamp
   Tom Thumb
   Cinderella
   Robin Hood
   Ali Baba and the Forty Thieves
   The Three Wishes
   "Children's Folktales," Series 2
9. Cassettes and filmstrips
   1806 "Seasons and Festivals"
   1821 "Beauty and the Beast"
   1833 "Meeting of the Mice"

LITERATURE

10. Filmstrips:
    1423 "Johnny Appleseed"
    1582 "Stone Soup"
    3012 "Cloud's Children"
    3021 "Traveling Musicians"
    2887 "The Animal Musicians"
    1590 "The Camel Who Took A Walk"
     314 "Thumbelina"
    3014 "Aladdin"
    1386 "Aladdin"
    3016 "The Nightingale"
    3018 "Alice Goes to a Tea Party in Wonderland"
    1387 "Alice in Wonderland"
     321 "Br'er Rabbit and the Tar Baby"
    1583 "Red Carpet"
    1588 "Andy and the Lion"

11. Cassette Tapes - Spoken Arts Library for Young Listeners
     742 "Rumplestiltskin" and "The Goose Girl"
     738 "Puss in Boots" and "Little Red Riding Hood"
     764 "Tom Thumb," "Golden Goose," and "The Three Sluggards"
     749 "Hansel and Gretel," and "The Fox and the Horse"
     756 "The Happy Prince"
     741 "The Three Little Pigs," "Mr. Vinegar," "The History of Tom Thumb," and "The King of Cats"

12. Study Prints
    "A Child's World of Poetry" #11
    "A Child's World of Poetry" #12

HELPFUL ACTIVITIES:

*1. Language for Daily Use encourages students to read independently. Chapters 2 through 11 contain the section "A Book to Read." A book is named and reviewed. The section stimulates interest in the book and creates an opportunity to talk about other books. The section demonstrates how to give a brief and effective book review. You are encouraged to read some books that have a higher interest level than those the children might discover on their own.

2. The importance of reading to children cannot be overemphasized. Storytelling is an ancient art that should be revived. For more information on reading aloud and storytelling, refer to The Arbuthnot Anthology, "Book 2, Time for Fairy Tales," pp. II-VIII. Be sure to use a variety of literature. Please add favorites of your students to these suggestions.

a. Biographies--Read a biography of the person for whom your school is named. Read The Brothers Mayo from the library. Read "The Wright Brothers," p. 396 in Arbuthnot. After reading about Louis Braille, students may want to speculate on how they could communicate with someone who is both blind and deaf. Students are usually eager to read Helen Keller and the Child of the Silent Night about Laura Bridgeman. Other biographies are "Stevie's Flute" in Story Carnival and "Come Along Daniel" and "Tools for Swimming" in Treat Shop.

An excellent way to learn the problems that are faced by certain groups in our culture is to read biographies. The Crowell series includes:

Jane Addams
Leonard Bernstein
Martha Berry
Wilt Chamberlain
Cesar Chavez
Samuel Clemens
Charles Drew
The Mayo Brothers
Gordon Parks
The Ringling Brothers
Jackie Robinson
Eleanor Roosevelt
Maria Tallchief
Jim Thorpe
Malcolm X

The Childhood of Famous Americans series can be read by capable third graders. Also, She Wanted to Read, Mary MacLeod Bethune by Carruth, Hans Christian Anderson by Garst, Tad Lincoln by Anderson, LaVere, Balboa, Finder of the Pacific by Syme, Harriet Tubman and others from Garrad Publishing Co., Annie Sullivan, Helen Keller's Teacher. Refer to social studies too.

b. Fiction based on facts--Discuss the facts on which stories are based. Examples are Laura Ingalls Wilder books, Marguerite Henry books, or The Blind Colt by Glen Rounds.

c. Fables--from Treat Shop "City Mouse and Country Mouse"
"Hare and the Tortoise"
--from Story Carnival "The Dog in the Manger"
"The Fox and the Crow"

d. Myths--Read about King Midas and also show the film "King Midas." For more background on the story see Arbuthnot, p. 250. "Icarus and Daedalus" in Arbuthnot, p. 242 would be an interesting story to use when studying the Wright Brothers. If you can find a library book of "Indian Why Stories," you can discuss another kind of myth.
Trolls by Auliare, Ingri d'
Thor and the Giants by Feagles

e. Legends--Pecos Bill from the library

f. Fairy or folk tales--from Treat Shop:
"Bremen Town Musicians"
"The Fisherman and His Wife"
"Sleeping Beauty"
"Seven at One Blow"
"Silly Jack"
"The Old Man and the Monkeys"
"How Many Donkeys?"
"The Elves and the Shoemaker"
from Story Carnival:
"Little Half Chick"
"Boots and His Brothers"
"Johnny Chuck Finds the Best Thing in the World"
from Arbuthnot:
"Mr. Vinegar," p. 14
"Why the Bear Is Stumpy Tailed," p. 75
"Budulinek," p. 143
"Uncle Remus," p. 214
Record and music book, Exploring Music 3 has the operetta "Hansel and Gretel."
Check your library for collections of tales from different countries and cultures. The Haviland and Dolch series are excellent.

g. In the areas of fantasy and realistic fiction, reading a book by an author who has written several books for children may encourage reading of more books.
Examples: Beverly Cleary - (Huggins and others)
Astrid Lindgren - (Pippi Longstocking)
Peggy Parish - (Amelia Bedelia)
Gertrude Warner - (Boxcar children and mystery)
Laura Ingalls Wilder - (historical)
Carolyn Haywood - (about children)
Alf Proysen - (Mrs. Pepperpot)
Betty McDonald - (Mrs. Piggle Wiggle)
Emma Brock - (animal stories)
Clyde Bulla - (western, pioneer, wide variety)
Scott Corbett - (trick books)
Helen Orton - (mystery)
Miriam E. Mason - (animals and children)
Sid Fleishman - (McBoom series)
Marion and James Renick - (Sports)
Matt Christopher - (Sports)
Patricia Coombs (Dorrie books)
C. W. Anderson (animal stories)
Alice Goudey (animal stories)
Robert McClung (animal stories)
Irmengarde Eberle (animal stories)
George Mason (animal stories)

h. Poetry - Read frequently throughout the year about changing weather and seasons, about holidays and famous men, to relate to any and all areas of the curriculum, and just for fun. The poems in the anthologies are mostly traditional. A personal file of newer poems is useful. A new book of poems is In One Door and Out the Other by Aileen Fisher.
i. Plays - Giants and Other Plays for Kids, Syd Hoff
j. Things to make - The Art of Chinese Paper Folding, Mei-Ysing Sung; Fun Time Paper Folding, Elinor Massoglia; Arigami in the Classroom, Chiyo Araki

3. To promote recreational reading, provide time for it. A good time for everyone to read silently is right after you return to the classroom from the library. Children and teacher should read silently. Start with short periods. Some may want to share what they have read after the reading period, but don't require it.

*4. After the students are familiar with a variety of fables, fairy tales, folktales, legends, and myths, have an open-ended discussion on characteristics of each.

5. Students can encourage each other's reading by recommending books. Put the recommendations on a chart you can take along to the library to help find the books. Example:

Author's last name or call number	Title	Recommended by

6. Make a list of the variety of ways literature may be expressed: radio, TV, films, filmstrips, tapes, newspapers, magazines, books, puppet shows, drama, music, and dance.

7. Students should be provided with many opportunities in school and out to see drama, films, and puppetry created especially for them. Each Monday the teacher should recommend television programs appropriate for viewing and have the children discuss the program on the day following the presentation.

8. The librarian is responsible for showing the students the arrangement of books in the library. It is helpful to review by asking where the books you are using in the room would be located in the library.

9. When using a textbook for the first time, explore the parts of the book--cover, title page, table of contents, glossary, and index.

*10. Pass out a variety of books with information on a broad topic. Have everyone look in their resource for specific information. Notice if they use index and/or table of contents to find information.

*11. Have students identify the following forms as poetry (traditional) (b) and free verse (d), play, or paragraph.

a. _____
_____. _____
_____. ___
_____. _____.

b. _____
_____
_____

c. _____: _____
_____. _____
_____(_____
_____)

_____: _____
_____. _____
_____

d. _____
_____
_____
_____
_____

12. Compare the printed version of a story with filmstrips, tapes, or records of it. What are advantages and limitations of various kinds of media? What are your personal preferences?

*13. Take a personal interest in each student's reading. Look at books he selects. Individually and informally ask about the kinds of reading he enjoys. Encourage him to RESPOND to what he reads. An informal oral conference gives the child an opportunity to discuss (1) why he liked or disliked a book, (2) a favorite character, (3) the most exciting part, and (4) whether he would like to share the book with the class and recommend it.

CONCEPT: Language has a variety of structures.

SKILLS:

1. Use precise nouns, vivid verbs, and descriptive adjectives and adverbs.
2. Build spelling vocabulary by learning word structure and form changes.
3. Identify the subject and predicate of a sentence.
4. Construct complete sentences.
5. Avoid run-together sentences by placing STOP signs (.) between them.
6. Develop an awareness of the relationship between word order and meaning. (statements and questions)
7. Develop an awareness of paragraphs.
8. Construct letters, poems, stories, reports, and oral compositions.

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 5, 6, 7, 8
2. New Directions in English
3. Success in Spelling
4. Wishes, Lies, and Dreams
5. From Thoughts to Words
6. Slithery Snakes
7. Flair
8. Filmstrips: 578 "Sentences"
   205 "Sentences: A Silly Day With Cecil" Troll Associates

HELPFUL ACTIVITIES:

1. Help develop vocabulary by understanding the difference between a general word and a precise word. Use precise words in phrases and sentences:
   Examples: dog - poodle
   hound
   collie
   A white poodle
   A white poodle won the prize.

Examples: house - cottage
shack
cabin
rustic cabin
The rustic cabin stood by the tall pine tree.

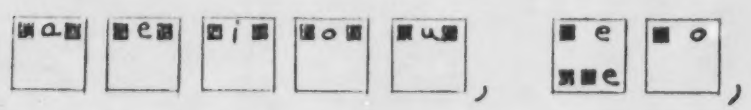
go - zoom
scamper
stumble
zoom by
Did you see the Road-Runner zoom by?

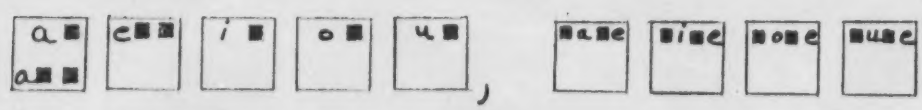
say - mumble
whisper
shriek
mumble words
Some children mumble words.

fast - instant instantly
rapid rapidly
hasty hastily
instant answer
He gave an instant answer.
answered instantly
He answered instantly.

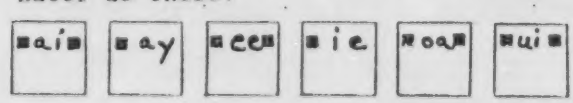
2. For building spelling vocabulary refer to the "Grammar" section in this guide and the spelling resources listed at the beginning of this section.

3. For students with difficulty "sounding out" words, make flash-cards. Vowel sounds and CVC, CV, VC, CVCe, and CVVC patterns can be learned at the same time. Put a black square instead of letters for consonants. Write the vowels in red. The student makes the vowel sound and names words which fit the pattern. Sample words can be put on the back. Start with these flashcards:





Later do these:

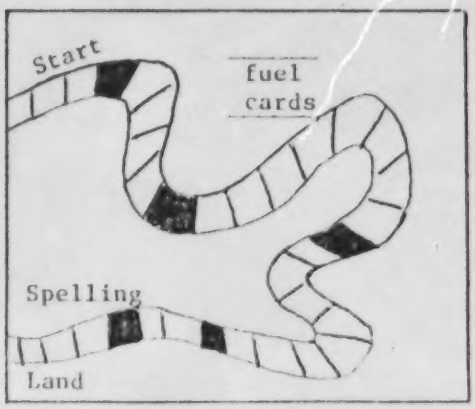


*4. Take misspelled words from the students daily work and combine them into a short story or sentence on a ditto or chalkboard. Have the students underline the misspelled words and spell them correctly.

5. Spelling Games for reinforcement.

Motoring to Spelling Land

Game Board



Decals can be used to make board look like a city or country road!

both sides of card

33
Fuel Card

3
Speed limit
WORD

Use colored flairs to key to spelling book
e.g.
yellow (2)
blue (3)

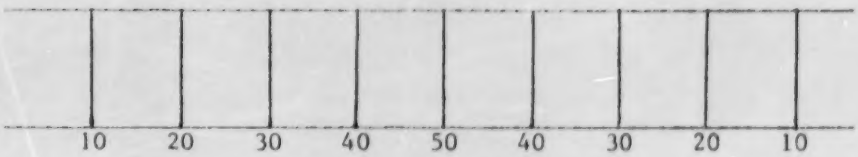
Description: Spelling Game (Motoring to Spelling Land)

(1) A game board with road on it. The road is divided into numbered segments. Most segments are left blank. On a few segments write penalties or rewards: e.g. (Out of Gas! Move back 2 spaces; Good weather! Move ahead 3 spaces; Red light! Move back 5 spaces) Fill in about 5 on a 30-segment board.

(2) Playing cards - Enough for spelling words in unit of study. On one side write Fuel card and number of unit. On other side of card write spelling word and speed limit. Put speed limits of 2, 3, 4, 5 on cards.

(3) Play of game - Person to left picks up a fuel card and asks the person on his right to spell the word. If he spells it correctly he may move his marker the number of speed limit. First one to reach Spelling Land wins!
Dolchwords - Demons also can be used in cards.

SPELLING KICKOFF



Teams divide the cards. A coin is tossed to decide who receives. Receiving team starts on its own 20 yard line. The other team kicks off by drawing the top card and pronouncing the word on it. The receiving team must write the word correctly. (Players take turns writing words.) If the word is written correctly, the marker advances the listed number of yards. If the word is misspelled, the team loses that much yardage. A team has four chances to make a first down. If it fails, the other team takes over. Crossing the goal line gives the team that scores six points. The "pat" words are used after a touchdown to earn an extra point.
Words can be color coded to use with different spelling levels.

6. On the chalkboard, transparency, or ditto give children a list of phrases and sentences. First, have the children pick out complete sentences, then draw slanted lines between the subject and predicate. Another activity with the same list could be to make complete sentences by adding words to phrases.

7. Use filmstrips, "Sentences" #578 and "Sentences: A Silly Day With Cecil" Troll Associates, for more work with subject, predicate and complete sentences.

8. The tape recorder can be used effectively to make students aware of overusing and in oral composition.

*9. Proofread their own or someone else's creative writing and check for incomplete or run-on sentences.

*10. Give each child a strip of paper on which he writes a complete sentence. He decides where to divide the sentence between the subject and predicate, and cuts his strip. Have them exchange predicates, and read their new sentences to the group. The new sentences may result in nonsense sentences.

*11. Make statements into questions and questions into statements. Put the words of a sentence on tagboard cards fastened together with brass fasteners. After the student reads the sentence with the correct voice inflection and tells what signal goes at the end, he changes it.
Examples: It is fun to collect seeds.
Can you run fast?
Did you see the cones fall?

John is going to a horse race.
Will he get a new colt?
She won't read the book.
School will start soon.

12. Through their reading experiences, help children become aware of paragraphs. Practice counting the number of paragraphs on a page by counting the number of indented lines. Help them visualize the form of a paragraph by drawing its form several times.

13. Chapter 6 of Language for Daily Use provides helpful preparation for the writing of paragraphs.

14. Write an explanatory paragraph. Refer to New Directions in English, 1969, pp. 196 and 197; 1973, pp. 202 and 203.

15. Write a sample thank-you letter on the chalkboard, or transparency. Label the five parts. Notice the body is in paragraph form.

16. See the letter writing activities in chapter 8 of Language for Daily Use.

*17. Select some paragraphs. Write each sentence of the paragraph on a separate strip of paper. Place each paragraph in an envelope. Students pick an envelope and try to put their paragraph in order.

18. Students become aware of the many forms poetry can have through using different forms when writing. Refer to Flair, Section IV.

19. Cinquains can be the written message for Mother's Day cards.

Mother	Mother
_____	Beautiful, happy
_____	Sews, cooks, laughs
_____	Loves me
Mary	Mary

20. Activities with other forms of literature are in Section V and VI of Flair.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

CAPITALIZATION

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize:

1. the word, I (M)
2. first word in a sentence (M)
3. one and two-word story titles (M)
4. story titles of more than two words (I)
5. names of people and pets (M)
6. days of the week, months, and holidays (I)
7. names of schools, streets, cities and states (F)
8. names of buildings, parks, and companies (I)
9. names of races of people, nationalities, and languages (I)
10. name titles and initials (I)
11. first word in the greeting and closing of a letter (F)
12. first word of a direct quotation (I)

AVAILABLE RESOURCES:

1. Language for Daily Use, Chapters 1 and 3
2. New Directions in English
3. Success in Spelling
4. Filmstrip "Capitalization: Don't Hide in the Trees, Please!" #195

CAPITALIZATION

HELPFUL ACTIVITIES:

1. Use a diagnostic test on capitalization skills. Keep a chart for each child and check periodically his progress in skills. Provided are a chart sample and two sample tests: one for the beginning of the year and one including punctuation, which may be used about mid-year after letter writing has been focused on. (See diagnostic test, Appendix J.)

2. If practice on capitalizing I is needed, have the student think of something he and a friend did alone and together. These words may help him write sentences.

   a. skated c. painted e. laughed
   b. camped d. built f. ran

   Example: Bill skated last night.
   I skated last night.
   Bill and I skated last night.

3. In addition to Chapters 1 and 3 in Language for Daily Use, see the "Review Handbook" for exercises on capitalization.

4. Copy a paragraph that has sentence signals. Underline signals that show where sentences start. Circle signals that show where sentences stop.

*5. Copy a paragraph that has no sentence signals. See if students can put in the missing signals.

6. Read some short stories or poems and have students think up titles and show capitalization. You could start with one and two-word titles and go to longer tities.

7. As a group make up a list of interesting titles. Discuss capitalization. Choose from this list for creative writing.

8. Capitalization of holidays. Refer to Unit 10, New Directions in English, page 295.

9. Underline names of days of the week in this poem. Note they are capitalized.

A WEEK

In every week are seven days,
Which we spend in different ways:
On Monday I can ride my bike;
On Tuesday I can take a hike;
On Wednesday I draw or write
On Thursday I can fly a kite;
On Friday I watch Mother cook;
On Saturday I read a book;
On Sunday I can rest, or sleigh,
Or climb a tree, or swing, or play.
In every week are seven days.
I spend them all in different ways!

- Ilo Orleans

Students may write free verse telling what they do different days of the week. It should be stressed that poems need not rhyme.

10. Capitalization of name of school, month, city and state can be taught through letter writing. Name titles and initials may be included. Emphasize capitalizing the first word in the greeting and closing of a letter. Thank-you letters are fun to give and receive. You may write one to the class for a model. Watch for the many opportunities for children to write thank-you letters--resource people, room mothers, custodians, secretaries, other teachers, etc., to places visited or to another class who performs for them. Encourage students to write to the author of a favorite book, thanking him for the enjoyment. Students could also write friendly letters to a friend who moves or to a relative. Refer to New Directions in English, pages 19[illegible]-200.

11. Extra practice may be needed on headings, greetings, and closings. Samples: Write these correctly.
    a. r r 6
       westby michigan 44556
       january 4 19__

    b. 3427 ocean drive
       bell california 92764
       may 2 19__

    c. pine school
       manly iowa 63614
       march 12 19__

    d. dear bob
    e. dear mrs boyer
    f. dear miss hanson
    g. dear dr smith
    h. dear uncle jim
    i. your friend
    j. your niece
    k. with love
    l. love
    m. sincerely
    n. yours truly

12. Students will learn to capitalize the names of races, nationalities, and languages as this skill comes up incidentally.

*13. Sentence dictation can be used to evaluate progress in capitalization and punctuation (Success in Spelling).

14. To review capitalization skills use the filmstrip "Capitalization: Don't Hide in the Trees, Please!" Troll associates (AV), #195

*15. Do proofreading exercises in, page 256, Language for Daily Use.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Punctuate with:

1. period at the end of a sentence (F).
2. period with abbreviation and initial (I).
3. question mark at the end of the sentence (F).
4. exclamation mark (F).
5. use of comma, ending mark and quotation marks in direct quotation (I).
6. comma when separating items in a series (I).
7. comma in a friendly letter (F).
8. comma to set off introductory word (I).
9. apostrophe in contractions (I).
10. apostrophe in possessives (I).
11. hyphen in compound words and dividing words at end of line (I).
12. dash between inclusive numbers (I).

AVAILABLE RESOURCES:

1. Language for Daily Use (See index.)
2. New Directions in English
3. Success in Spelling
4. Flair
5. Filmstrip "Punctuation, There's a Dragon in My Back Yard" #174

HELPFUL ACTIVITIES:

1. Use a diagnostic test on punctuation skills. Keep a chart for each child and check periodically his progress in skills. Provided are a chart sample and two sample tests: one for the beginning of the year and one including capitalization which may be used about mid-year after letter writing has been focused on. (See Appendices J, K, and L.)

2. Use activities in New Directions in English, 1969, pp. 171-173; 1973, pp. 173-177, to focus on sentence ending signals.

3. Give one-half of the group strips of paper, on which they are to write a sentence leaving out the end punctuation. Give the other half small pieces on which they write a period, question mark, or exclamation point. Someone from the first group stands up with their strip and reads the sentence. Those who think they have the correct end signal should hold up their card.

4. Students will learn about abbreviations incidentally by using their initials on art work, abbreviating the month on their papers, abbreviating words in an address, and using Mr. and Mrs. in spelling.

5. See Flair p. 45, Cable Conversation
pp. 45-48, Dialogue Bubbles
pp. 48-49, Dialogue Games
Use these to teach use of punctuation with quotation marks.

*6. Refer to pages 262-264 of the "Review Handbook" of Language for Daily Use.

7. Use of comma in a series: New Directions in English, pages 175-176.

8. Working in pairs, two children select a picture from a magazine or picture file. One student creates a story about the picture and the other child writes the story as it is being told. The two then proofread the story.

9. See activity #9 under "Capitalization" on letter writing.

10. Contraction activities: New Directions in English, pages 177-178.

11. Hyphens could be used when dividing words into syllables. Creative writing would lend itself to using hyphens in dividing words at the end of a line.

12. Dash between inclusive numbers will be used in directions for assignments.

*13. A short conversational set of sentences without any punctuation is placed on the chalkboard. Children make up two competing teams and a point is earned for each correct punctuation marking added or changed when called on in turn to go to the board. Time can be limited to keep a fast-moving game going.

*14. Sentence dictation can be used to evaluate progress in capitalization and punctuation.

15. Use of period, question mark, exclamation mark, comma, quotation marks and apostrophe are covered in the filmstrip "Punctuation, There's a Dragon in My Back Yard," Troll Associates (AV), #174.

*16. Select sentences containing errors from the students written compositions and ditto them for class activity in proofreading, capitalization, punctuation and spelling.

*17. Do proofreading exercises on a regular basis and reproduce students' compositions for the class to proofread.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Use alphabetical order to locate information in the dictionary, encyclopedia, and in the library.
2. Use guide words to find words in the dictionary.
3. Find the correct definition among several.
4. Use phonetic respelling and pronunciation key.

AVAILABLE RESOURCES:

1. Language for Daily Use (See "Alphabetical Order" in the index.)
2. New Directions in English
3. Success in Spelling
4. Filmstrip: #3005 "Getting to Know Words"
5. Filmstrip: #746 "First You Find It: Then Define It"
6. Beginning Dictionary, Thorndike - Barnhart
7. In Other Words I

HELPFUL ACTIVITIES:

*1. A Strip of Alphabet — Materials: 6 x 12 inch strips of cardboard. 1 x 3 inch strips of tagboard, envelopes.

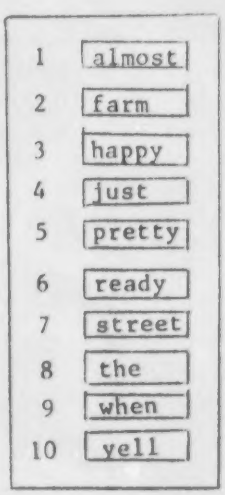
These can be used at the desk or be placed on the bulletin board.

Write numbers 1 to 10 down the 12-inch side of a cardboard strip.

On each strip of tagboard write a word from the students' reading vocabulary. Put 10 word strips in an envelope attached to the back of the 12-inch cardboard strip. Make several such sets.

To play the game, children arrange words alphabetically on numbered strip.

When children become more proficient, the sets of cards may be changed to give students practice in alphabetizing to the second and third letter.



2. Write an alphabet story. Each story has exactly 26 words. The words must start with the letters of the alphabet in order. Read this crazy alphabet story. See if you can make one that makes more sense.
Sample:
Anne Bought Charlie Dusty Elephants For Good Help In June.
Kangaroos, Llamas Made Noise. Our Panda Quit! Ran Straight To Uncle!
Very Well, X-Ray Yellow Zebras!

*3. Write sentences in which the words are to be rearranged in alphabetical order to make sense.
Example: candy home Ann brought from
Ann brought candy from home.

4. Students can make a class list putting names in alphabetical order.

5. How to use all the book order sheets we get from Weekly Reader, etc. Cut the order sheets into squares - one for each book. Have the children put them into alphabetical order either by the title of the book or by author. Have an answer sheet attached to the envelope so they can check the work themselves.

6. Write a secret code where the students decode by using the letter that comes before or after the letter written.

*7. Use the ABC Order Game in Success in Spelling.

8. The "Alphabet in Code" exercise in Success in Spelling provides practice in thinking alphabetically.

*9. For further practice using guide words, students can have dictionary races in small groups. With dictionary closed, a word is suggested to see who can find it first.

10. The "Dictionary Detectives" activity in Success in Spelling provides practice in locating words and paraphrasing definitions.

11. Phonetic respelling and pronunciation key is shown in New Directions in English, page 188.

12. Make a list of common words such as run, spring, and park. Have students find these words in the dictionary and read aloud the multiple meaning of these words.

*13. Use filmstrip "First You Find It Then Define It," #746. This will provide help with guide words and multiple meanings of words.

14. Some exercises in the front of the dictionary may be used with better students.

15. A form in Appendix I will help students make crossword puzzles. The dictionary is used in making clues and checking spelling.

APPENDICES

APPENDIX A

ORAL AND WRITTEN USAGE PROBLEMS

in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reinforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boys which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

APPENDIX B

GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Story time: Have many books available through library corner. Meet with librarian as time permits.	***Teacher with help Librarian
Creating and sharing literature with others	Have each child dictate a story, poem, or idea to his teacher who writes it for him. The child's "literature" can be illustrated with one or more pictures. A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library.	Teacher with support librarian
Listening	Use of oral story reading, records, etc., to compliment kindergarten curriculum.	Teacher and librarian
Books in library	There is checkout system in school and public library. Books are usually checked out to each room in kindergarten.	Teacher with help of librarian.
Good Citizenship Care of books	Clean hands. Page turning (upper right-hand corner). Placement of books on shelf (spine showing).	Teacher
Use of library	Quiet and courteous. Care of books. Good listening.	Librarian and teacher
Books have their place	Each book has proper place--lost if not back in right place.	Teacher with help librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE I

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation (Major emphasis in program)	Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading, etc. Provide motivating activities such as displays, presentations, etc., to stimulate and encourage reading.	***Librarian and teacher Much of this is in classroom as part of literature.
Creating and sharing with others	Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish. Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes.	Teacher (Librarians help in this process.)
	The students are shown how a book is catalogued and given a check-out card. These books of children's literature can then be placed in the classroom or school library for other students to read.	Librarian
Reading is rewarding	Encourage independent reading as soon as teacher indicates.	Librarian and teacher
Illustrations	Make note of particularly well-illustrated books. Discuss points of good illustrations in student's estimation. Note that pictures are really part of story. Use books without words for story-telling.	Librarian
Good Citizenship	Discuss library atmosphere and behavior expected. Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage.	Librarian and teacher
Parts of books	Table of contents to find material.	Teacher (when using textbooks)
	Title page, author and illustrator	Librarian and teacher

GRADE I (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Arrangement and replacement of book on shelf	Teacher arrangement of books on picture book section and expect them to return books correctly.	Librarian
Checkout procedure	Explain procedure and help in checkout.	Librarian Teacher help needed when students cannot check out own books.
Room library	Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished.	Teacher Librarian help for exchange of books.
Rochester Public Library	Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months.	Teacher and librarian

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 2

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoyment of literature	Read variety of books and books by same author to children. Continue appreciation begun in Grade 1. Promote habit of going to library to satisfy individual or class interests. Help children select books at their own reading levels. Provide sympathetic guidance and attention to child's book selections. Encourage balanced reading. Provide browsing time for selection of recreational reading material.	***Librarian and teacher
	Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc., to stimulate and encourage reading.	Librarian and teacher
Creating and sharing literature with others	Continue practice begun in Grades K and 1 in which students create their own "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read.	Teacher (Librarians help when needed.)
Illustrations	Continue with work begun in Grade 1. Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc.	Librarian
Parts of book	Continue with title page as to title, author, illustrator.	Librarian
	Review table of contents.	Teacher w/textbooks
	Look for parts in their own selections.	Librarian
Use of library	Explain and discuss different areas of library; their importance and use. Explain arrangement of books on shelf as needed by group.	Librarian
Arrangement and replacement of books to shelves	Review placement of books to easy section. Teach alphabetical shelf arrangement.	Librarian (Teacher when help is needed while learning.)

GRADE 2 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Good Citizenship	Building habits conducive to acceptable library climate. Review proper care of books as needed. Learn proper way to open new book.	Librarian and teacher
Checkout procedure	Review	Librarian
Rochester Public Library	Schedule visit to public library and encourage use of Public Library and Bookmobile	Teacher and/or librarian

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GRADE 3

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation Types of literature	Use of oral reading, storytelling, records, filmstrips, flannel board stories. Encourage balanced reading habits. Provide browsing time for selection of recreational reading material. Help children select books at their reading level. Promote habit of going to library to satisfy individual or class interests.	***Librarian and teacher
	Continue motivating activities to encourage reading.	Librarian and teacher
Creating and sharing literature with others	As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their <u>own</u> "literature." The literature book can be one student's work or a collection of one set of stories from the class.	Teacher (Librarian when help is needed.)
Illustrations	Continue work on Caldecott Award books and other well-illustrated books.	Librarian
Use of books Care of books	Review as needed.	Teacher and librarian
Parts of books	Review cover, title page, title, table of contents. Introduce index and glossary.	Teacher
Type of books	Define fiction and nonfiction. Find an easy book of fiction and nonfiction. Encyclopedia presentation, as needed with mature students (optional).	Librarian
Use of library Good library citizenship	Review good library manners needed.	Librarian reinforced by teacher
Procedure for checkout	Give additional instruction as needed.	Librarian

GRADE 3 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Card catalog (optional)	Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready.	Librarian and/or teacher
Sections of the library	Introduce the arrangement of the fiction section by author. Introduce the arrangement of the nonfiction section such as: Fairy tale section Biography section Science section Recreation section History section Magazine section Introduce the magazines pertinent to group.	Librarian
Rochester Public Library	Schedule visit and encourage use of Public Library and Bookmobile. Remind children of special activities at Public Library.	Teacher and/or librarian

*Responsibility is usually shared by teacher and library but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 4

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Continue reading motivation in line with 4th grade interests and abilities.	***Librarian and teacher
	Provide activities to stimulate reading.	Librarian and teacher
Creating and sharing literature with others	Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' own "literature."	Teacher (Librarian when help is needed.)
Encyclopedia	Emphasize use of encyclopedia Guide words Arrangement of topics Introduce Index Cross references	Librarian and teacher
Periodicals	Emphasize the magazine section of the library. Have children notice different kinds of reading material contained in magazines. Subject index where needed.	Librarian and teacher
Card catalog skills	Card catalog (major emphasis) Author Title Subject Others as needed	Librarian
Parts of books	Review Title page, table of contents, index, glossary. Introduce publisher, place, copyright date.	Teacher and librarian
Library citizenship	Continue encouraging proper library attitudes.	Teacher and librarian
Rochester Public Library	Visit library and encourage its use.	Teacher and/or librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 5

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Enrichment	Introduce new books and other media (not limited to fiction).	***Librarian
	Newbery books	
	Author books	
	Supplementary books or materials to correlate with the reading program (varies within buildings).	(Classroom teacher) (Reading teacher) (Librarian)
	Continue providing motivating activities to stimulate reading.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read.	Teacher (Librarian when is needed)
Library citizenship	Continue encouraging proper library habits.	Librarian and teacher
Arrangement of library materials	Review easy, fiction, nonfiction reference, pamphlet file.	Librarian
	Audio visuals where needed.	
	Dewey Decimal system reinforcement.	Librarian and teacher
Parts of book	Review--cover, title page.	Librarian and teacher
	Stress preface, copyright date, index, glossary, table of contents.	
Card catalog skills	Types of cards (Review and stress where needed) Author Title Subject Pamphlet file Cross reference Audio visual materials	Librarian
	Annotations found on catalog cards.	
Encyclopedias	Review Arrangement of topics Guide words Index Cross references	Librarian and teacher
	Compare available encyclopedias	

GRADE 5 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Special dictionaries	Review or introduce Unabridged Abridged Thesaurus Subject	Librarian and teacher
Other reference	Review or introduce Subject encyclopedias Atlases Yearbooks Biographical dictionary (Others found in individual libraries)	Librarian
Periodicals	Review use of various magazines. Emphasize magazine section of library. Children to note types of reading materials contained in each magazine. Use Subject Index (where needed).	Librarian and teacher
Rochester Public Library	Encourage use. Have class visits.	Teacher

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with an emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature Appreciation and Reading Motivation	Continue to present new and relevant material to encourage reading.	***Librarian and teacher
	Provide and encourage activities which will stimulate students to read.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library.	Teacher (Librarian when help is needed.)
Encyclopedias General	Review in general Stress Comparison Copyright date Index Cross Reference	Librarian and teacher
Encyclopedias Special	Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries.	Librarian and teacher
Dictionaries Unabridged Abridged Special	Introduce or review the dictionary--tell purpose format of those available.	Librarian and teacher
Atlases	Introduce or review atlases available in library.	Librarian and teacher
Almanacs	Introduce or review almanacs available in library.	Librarian and teacher
Other Reference books, Facts, Records, Quotations, etc.	Introduce or review those available in library.	Librarian and teacher
Author books	Introduce or review author books that are available in library.	Librarian and teacher

GRADE 6 (cont.)

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Magazine indexes Subject Index to Child. Mag. (optional) Nat'l Geographic	Use of samples of Children's Magazines. Index (Central Processing)	Librarian and teacher
Rochester Public Library	Encourage use. Schedule class visits.	Teacher

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference use is necessary.

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***Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER

Heading

Greeting

Body

Closing Signature

1401 Maple Street N.W.
Rochester, MN 55901
May 6, 1974

Dear Stuart,

Your friend,
Ross Jones

Return address

Address

Ross Jones
1401 Maple Street N.W.
Rochester, MN 55901

Stuart Randall
171 Green Avenue
Portland, ME 27055

BUSINESS LETTER

Heading

1602 Fourth Street S.E.
Rochester, MN 55901
October 21, 1974

Inside address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

Greeting

Gentlemen:

Body

_____

_____

_____

_____

Closing signature

Yours truly,
Jim Doffer

Return address

Jim Doffer
1602 Fourth Street S.E.
Rochester, MN 55901

Address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

APPENDIX D

STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

Alabama	Ala.	(AL)	Missouri	Mo.	(MO)
Alaska		(AK)	Montana	Mont.	(MT)
Arizona	Ariz.	(AZ)	Nebraska	Nebr.	(NB)
Arkansas	Ark.	(AR)	Nevada	Nev.	(NV)
California	Calif.	(CA)	New Hampshire	N.H.	(NH)
Canal Zone	C.Z.	(CZ)	New Jersey	N.J.	(NJ)
Colorado	Colo.	(CO)	New Mexico	N. Mex.	(NM)
Connecticut	Conn.	(CT)	New York	N.Y.	(NY)
Delaware	Del.	(DE)	North Carolina	N.C.	(NC)
District of Columbia	D.C.	(DC)	North Dakota	N. Dak.	(ND)
			Ohio		(OH)
Florida	Fla.	(FL)	Oklahoma	Okla.	(OK)
Georgia	Ga.	(GA)	Oregon	Oreg.	(OR)
Guam		(GU)	Pennsylvania	Pa.	(PA)
Hawaii		(HI)	Puerto Rico	P.R.	(PR)
Idaho		(ID)	Rhode Island	R.I.	(RI)
Illinois	Ill.	(IL)	South Carolina	S.C.	(SC)
Indiana	Ind.	(IN)	South Dakota	S. Dak.	(SD)
Iowa		(IA)	Tennessee	Tenn.	(TN)
Kansas	Kans.	(KS)	Texas	Tex.	(TX)
Kentucky	Ky.	(KY)	Utah		(UT)
Louisiana	La.	(LA)	Vermont	Vt.	(VT)
Maine		(ME)	Virginia	Va.	(VA)
Maryland	Md.	(MD)	Virgin Islands	V.I.	(VI)
Massachusetts	Mass.	(MA)	Washington	Wash.	(WA)
Michigan	Mich.	(MI)	West Virginia	W. Va.	(WV)
Minnesota	Minn.	(MN)	Wisconsin	Wis.	(WI)
Mississippi	Miss.	(MS)	Wyomong	Wyo.	(WY)

APPENDIX E

ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accommodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: Chapter 7 in Language for Daily Use systematically takes the student through the process of oral and written reports. The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing ideas
-Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
-Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
-Sentences record events in sequence.
-Children express ideas through stories and poems.

GRADE 3: The paragraph
-Additional sentences help express a complete idea.
-Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
-The paragraph is an idea unit.
-Organize the paragraph using time order sequence.
-Organize the paragraph using space order sequence.
-Use relevant details in developing the paragraph.

GRADE 5: The paragraph
-Define the topic sentence.
-Use details.
-Expand the paragraph.
-Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
-Use main ideas in making topic sentences and titles.
-Relate sentences and ideas.
-Expand paragraph content concisely.
-Organize the paragraph.

GRADE 7: The paragraph and narrative composition
-Review paragraph essentials.
-Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

____ 1. Have I selected a specific topic for my report?
My topic is something--
_____ I am interested in and would like to learn more about.
_____ I can find information about.
_____ I would like to share with someone else.
My topic is specific enough for my report. ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie.")

_____ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

_____ 3. Have I used several sources to get information for my report?
_____ What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?

_____ Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

_____ 4. Have I written in my own words sentences to answer my specific questions?

_____ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

_____ 6. Have I written my report from my notes in paragraph form?
_____ Do my ideas follow one another in a clear manner?
_____ Have I proofread my final copy?
_____ Have I combined facts and imagination to create an interesting report?
_____ Have I taken pride in my report?

Reporting facts may have an imaginative approach:

Columbus and I Discovered America

I am Herman, a house cat. But I spent a lot of time on a boat when I helped discover America. You see, it all started back in 1492 when I sailed with Columbus when he discovered America. Whew, it was a long voyage--especially for a cat that is not used to water. Let me explain what happened ....

APPENDIX F

LIST OF ENGLISH LANGUAGE ARTS FILMS

Kindergarten

8-614 "Apryl and Her Baby Lamb"
8-64 "Big Red Barn"
4-224 "Ferdinand the Bull"
4-316 "Goldilocks and The Three Bears"
4-935 "Hailstones and Halibut Bones: Part I"
4-936 "Hailstones and Halibut Bones: Part II"
4-126 "Hare and the Tortoise"
4-634 "How Long Is a Minute?"
8-368 "Jazzoo"
8-10 "Leaves"
4-174 "Little Red Hen"
4-180 "Mother Goose Stories"
8-246 "Mr. Moto Takes a Walk"
4-772 "Names, Names, Names"
8-64 "Puss in Boots"
4-527 "Sheep, Sheep, Sheep"
4-242 "Sparky, the Colt"
4-249 "Story About Ping"
4-522 "Wee Geese"

Grade One

8-64 "Big Red Barn (The)"
4-262 "Just One Me"
4-133 "Little Red Riding Hood"
8-683 "Merry-Go-Round Horse"
4-590 "Naughty Owlet (The)"
4-677 "Right Thumb, Left Thumb"
4-213 "Rumplestiltskin"
8-583 "Sleeping Beauty (The), Brier Rose"
4-523 "Z Is for Zoo"

Grade Two

4-460 "Communications: A First Film"
8-75 "Dragon Stew"
4-237 "Elephant Eats, The Penquin Eats: Nouns"
4-533 "Hello Up There"
4-587 "How the Elephant Got His Trunk"
4-585 "How the Whale Got His Throat"
8-267 "Listening"
4-258 "Monkey See, Monkey Do: Verbs"
4-676 "The Point of View Movie"
4-649 "Punch and Jonathan"
4-539 "The Puppet Show Caper"
4-108 "Rapunzel"
4-256 "Tale of the Groundhog's Shadow"
4-535 "Ugly Duckling"
8-119 "Word World"

Grade Three

8-786 "City Awakens (A)"
4-170 "Frogs Are Funny: Frogs Are Fat: Adjectives"
8-787 "Hop Scotch"
8-8 "House That Wasn't There (The)"
4-586 "How the First Letter Was Written"
8-615 "Letter to Grandmother (A)"
4-332 "Let's Write a Story"
8-619 "Little Airplane That Grew"
8-1120 "Paragraph Park"
8-1118 "Sentence City"
4-635 "Signs, Symbols, and Signals"
4-197 "Squirrels Go Up, Squirrels Go Down: Adverbs"
4-475 "Story of a Book"
4-158 "Story of King Midas (The)"
4-582 "Where Should a Squirrel Live?"

Grade Four

8-1017 "Basic Reading and Writing Skills"
4-591 "Buttercup"
8-617 "Caterpillar"
8-619 "Clown"
8-741 "Dead Bird (The)"
8-761 "Discovering Language: The Alphabet Story"
8-632 "Haunted House (The)"
4-8 "Horses"
8-655 "Kevin"
8-634 "Legend of the Magic Knives (The)"
4-517 "Magic of Communicating"
4-2 "Making Haiku"
4-582 "Once There Were Bluebirds"
8-1153 "Seeing Through Commercials"
12-753 "Selfish Giant (The)"
4-589 "Snow"
4-250 "Story Acting Is Fun"
16-523 "White Mane"
8-1212 "Stop That Period, Period That Stop"

Grade Five

4-588 "Africa"
4-53 "Building Better Paragraphs"
4-536 "Casey at the Bat"
8-1014 "Five Basic Skills"
8-633 "Follow Mr. Willoughby"
8-641 "Get the Message"
4-592 "Good Goodies"
8-373 "Improving Your Oral Reports"
8-765 "Painting With Words"
8-628 "Story of Zackary Zween"
4-276 "We Discover the Dictionary"
12-525 "Winter of the Witch"

Grade Six

8-799 "The Jail Door Went Clang"
4-79 "Leaf"
8-778 "The Man Who Bought Monday Night"
8-777 "Mean, Nasty, Ugly Cinderella"
8-631 "The Perils of Priscilla"
8-616 "A Rainy Day Story"
8-322 "Saga of Windwagon Smith"
8-620 "Searching Eye"
8-597 "Tales of Hiawatha"
8-80 "Teiva"
8-776 "What's Riding Hood Without the Wolf?"

APPENDIX G

SPELLING LISTS

Before completing the elementary years, most children should demonstrate a proficiency in pronouncing, spelling, and using each of the words found on the four lists in the appendix: "Dolch Basic Sight Vocabulary," "100 Spelling Demons," "Homonyms," and "Pollock Word List." Using the weekly lists in spelling books to teach spelling can be effective; however, within those weekly lessons, time should be devoted to the study and mastery of words from the four lists.

DOLCH BASIC SIGHT VOCABULARY

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
be
because
been
before
best
better
big
black
blue
both
bring
brown
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
him
his
hive
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show

Dolch Basic Sight Vocabulary (cont.)

sing
sit
six
sleep
small
so
some
soon
stop
take
tell
ten
thank
that
the
their
them
then
there
these
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

100 SPELLING DEMONS

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
busy
business
buy
can't
chose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
trouble
truly
Tuesday
too
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing
wrote
half

HOMONYMS - HOMOPHONES

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
dear - deer
course - coarse
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hey
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
road - rode
real - reel
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

POLLOCK WORD LIST

Most frequently misspelled words by junior high school pupils in their daily written work.

their
there
they're

too
to
two

receive

writing
written
write
writer
wrote

coming

until

friend

believe

separate
separately

usually
unusual

character

finally

doesn't
does

business

decision
decided
decide

interesting

through

where

whether
weather

college

tried

which

all right

government
governor

studying
studied

truly

always

because

disappoint

ambition

sincerely
sincere

library

bicycle

captain

describe
description

fierce

grammar

occur
occurred
occurence

across

beautiful

disappear

Indian

place

stories
story

first

acquaint

before

presents

soldier

beginning
begin

our

speech

suggest

together

you're
your

chose

different

humor

necessary

ninth
ninety
nineteen

physical

scene

stopped

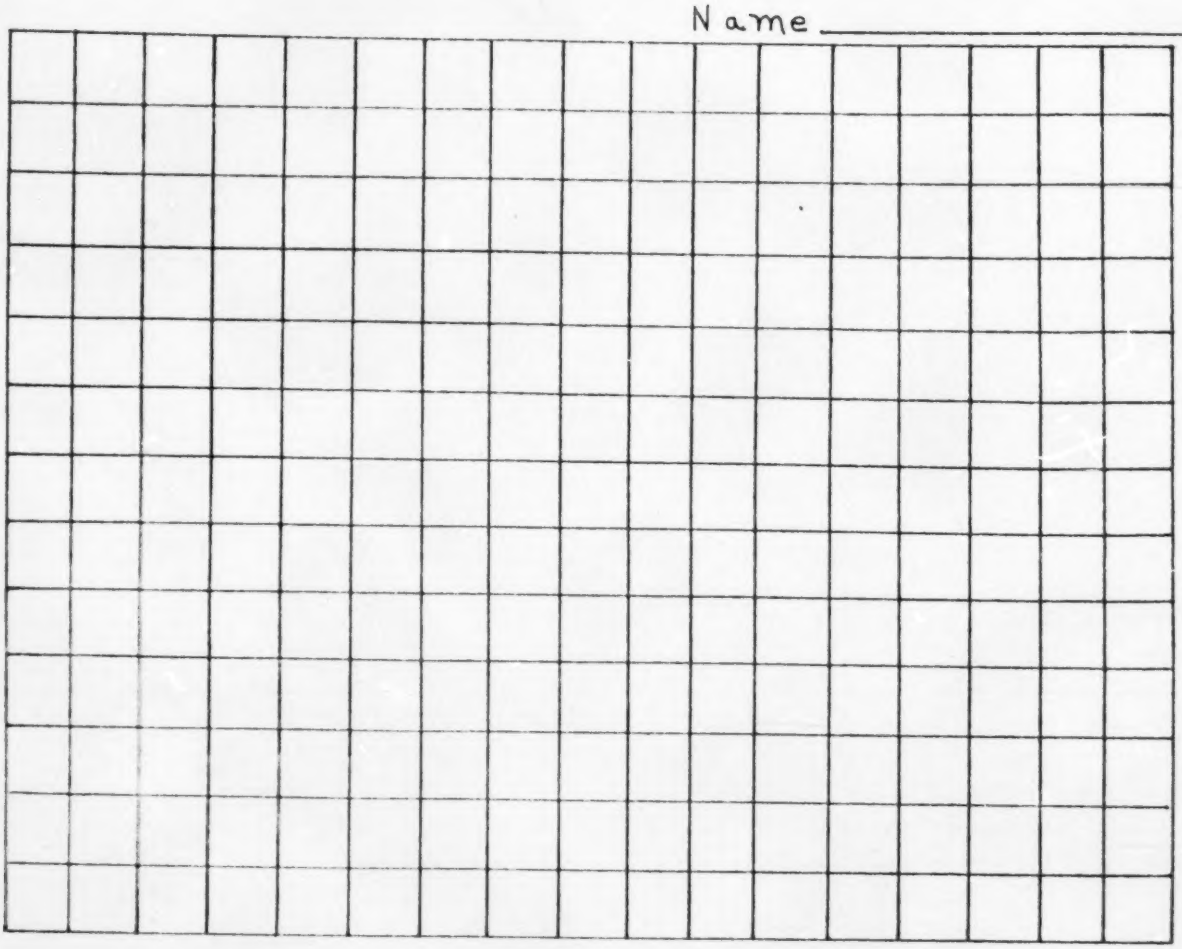
benefit

cousin

GRADE 3 Name _____

SKILLS:	Diagnostic Test	Sentence Dictation	Creative Writing	Proof-reading	
CAPITALIZATION					
1. the word, I					
2. first word of sentence					
3. one and two-word story titles					
4. story titles of more than two words					
5. names of people and pets					
6. days of the week, months, holidays					
7. names of schools, streets, cities, and states					
8. names of buildings, parks, and companies					
9. names of races, nationalities and languages					
10. name titles and initials					
11. first word in the greeting and closing of a letter					
12. first word of a direct quotation					
PUNCTUATION					
1. period at end of sentence					
2. period with abbreviations and initials					
3. question mark at end of sentence					
4. exclamation mark					
5. comma, ending marks, and quotation marks in direct quotation					
6. comma when separating items in a series					
7. commas in friendly letter and envelope					
8. comma to set off introductory word					
9. apostrophe in contractions					
10. apostrophe in possessives					
11. hyphen in compound words and dividing words at end of line					
12. dash between inclusive numbers					

Name _____



English

Date _____ Name _____

1. my name is ruth ellen chase.

2. my dog is named pal.

3. mr. and mrs. drew live next door.

4. we live on river road in st. paul, minnesota.

5. my friends and i go to park school.

6. our teacher read the book, snow white, to us.

7. there is no school on labor day.

8. it is the first monday in september.

English

Date _____ Name _____

1. My name is Charlie Brown
2. C B are my initials
3. Has anyone seen my dog
4. Watch out
5. Did Mr and Mrs Brown see him go by
6. Charlie cant find his dog
7. Charlies dog is black and white

English

Date _____ Name _____

Put in all capital letters and punctuation marks

801 north parkway
rochester minnesota
january 15 1976

dear mrs smith

thank you for the book, the cat in the hat, by dr suess friday i took it to school miss bell read it to us jane ann miller liked it because she has a kitten her kittens name is tiger do you have a cat

this year i go to spring school we will have a party on st valentines day we will have cookies candy and pop wouldnt it be nice if you could come

your friend
patty